


Northern Lights

Vocabulary Victor will help you work out the meaning of unknown words and phrases using context cues in Year 6

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening in Year 6

Monday	Tuesday	Wednesday	Thursday	Friday
<p>RIC: Lego Rebuild the world advert.</p> <p>Vocabulary Victor</p> <p>Can you find out the meanings of these unfamiliar words? Quadrangles Grandeur Squalid</p>	<p>Whole class Inference Iggy</p>  <p><u>L.O. To infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</u></p>	<p><u>L.O. To infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</u></p> <p>After reading page 43, can you write a recount from a bystander's point of view? What would you have noticed? What inferences would you have made about the mysterious woman and why?</p>	<p>Read Northern Lights</p>	<p><u>Comprehension Questions</u></p>

Monday 15th November

**Why is reading
important?**

Watch the clip (follow the link on the timetable) then answer the questions below.



R: What items have been built?



I: Who is this aimed towards? How can you tell?



C: What message is being portrayed in this advert?

Tuesday 16th November

Northern Lights pg. 42-43

Inference Iggy



L.O. To infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

What is inference?



Literary Leonard will help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the text

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Rex Retriever will help you to go into a text and just simply retrieve the facts and key details in Year 6



Summary Suki is there to remind you to summarise the main points or main events of a paragraph or text in Year 6



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening in Year 6

Predicting Pip tries to see the future and she will help you work out what might happen next from clues in the text in Year 6



Cassie the Commentator discusses the content of a paragraph/text and compares events and characters

Reading Skills

Year 6



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening in Year 6

What's going on in this picture?





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What clues have been left in this extract?

**What effect does the first sentence have?
What atmosphere does it create?**

And he's being watched. A lady in a long yellow-red fox-fur coat, a beautiful young lady whose dark hair falls shining delicately under the shadow of her fur-lined hood, is standing in the doorway of the Oratory, half a dozen steps above him.

What does this extract tell us about the lady?

grooms her whiskers.

The young lady's dæmon is moving out from beside the fox-fur coat. He is in the form of a monkey, but no ordinary monkey: his fur is long and silky and of the most deep and lustrous gold. With sinuous movements he inches down the steps towards the boy, and sits a step above him.

Then the mouse senses something, and becomes a sparrow again, cocking her head a fraction sideways, and hops along the stone a step or two.

The monkey watches the sparrow; the sparrow watches the monkey.

The monkey reaches out slowly. His little hand is black, his nails perfect horny claws, his movements gentle and inviting. The sparrow can't resist. She hops further, and further, and then, with a little flutter, up on to the monkey's hand.


The monkey lifts her up, and gazes closely at her before standing and swinging back to his human, taking the sparrow-dæmon with him. The lady bends her scented head to whisper.

Wednesday 17th November

Northern Lights

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Thursday 15th November

Continue to read Northern Lights

Friday 19th November

1. **Retrieval** What is Jordan College like?



2. **Inference** What sort of child is Lyra? Can you justify your answer with evidence from the text.



3. **Prediction** What do you think the missing children have in common?



4. **Inference** How does the author gradually build up a sense of fear in this chapter, especially from page 44? What tells us that the children are in real danger?



5. **Inference** Can you write your own inference question?



Why did...happen?

Do you agree with...?

Is it true that...

How would you feel if...