

In the blue box there is an extract from a text, *Stig of the dump*, which the children have already read this year and there is an example question. Read this and the steps - I hope they are helpful. Thank you for your support.

Barney had always been told not to go near the old chalk pit because it was too dangerous. If you went too near the edge, the ground would give way. But 'today was one of those grey days when there is nothing to do, nothing to play, nowhere to go. Except to the chalk pit. The dump.'

He crawled to the edge of the pit and peered over.



1. "He crawled to the edge of the pit and peered over" (paragraph 2).

What is the effect of the word "peered" in this sentence?

Steps

1. Before answering the question, read the text and discuss. You could ask questions (see below and adapt any of the questions that are in the Questioning For Parents PDF).
 - What do you think is happening here?
 - What might ... mean?
 - Which words/phrases tell you that the dump is not a safe place?
2. Your child could ask you questions: I wonder why...?
3. Your child could visualise the whole text and draw a picture.
4. Your child could write a quick summary to test their understanding.
5. Help your child build their stamina: ask them to re-read the passage a couple of times. You could time them to see if they can improve their speed.
6. Break the question down and pick out the key words:
What is the effect of the word "peered" in this sentence?
7. Scan the text to find the sentence and read it carefully to understand the context:
He crawled to the edge of the pit and peered over.
8. Re-read the question and the sentence.
9. Pick out other pieces of evidence from the whole text to understand the context.

10. Verbally answer the question with your child. Refer to the evidence.

Based on the key words and the context, your child should be able to tell you that they think Barney will be moving slowly because he is crawling to an edge and he is carefully/cautiously/curiously looking in to the pit because he knows it is dangerous and he hasn't seen it before.

Example,

Child: I know that peered is another word for looked.

Parent/carer: Yes, you're right. I know that he had to crawl and look over an edge (near a dangerous pit). Do you think he might be looking with difficulty/shyly?

Child: Yes, and I also know that Barney had been told to not go to the dump. If he hasn't been there before, he would be looking carefully or with interest.

11. After you have read the whole text and discussed possible answers and reasons, your child should complete the questions independently, underlining evidence in the text that helps them answer the question.

For this question they would need to give one explanation:

Peered tells you that he looked:

- Carefully
- with concentration
- with difficulty
- shyly
- looked closely

12. After answering the questions, use the answer sheet provided. Your child will benefit from feedback that includes an additional verbal discussion.

13. Your child should always refer back to evidence, that they can find in the text, when they explain their answer.

14. Give them a score (out of a total .../...). You could set them a challenge - they can get a bonus point for every answer that they have evidence for.

15. Upload any work as a portfolio on to the year 5 class story and add any notes/questions that you or your child has about the text/questions.

16. Set yourself a dive deeper challenge: refer to the Activities PDF.

When answering multiple questions about a longer text, I would split these steps up in to mini-sessions. Do a (20 minutes) session a day for 4-5 days. If your child re-reads the text every day this will have a great effect on their speed and stamina. Don't forget to time them, so they can keep track of their efforts.