

Reading Comprehension

The Snow Dragon

Year 1/2

HIAS English Team
Spring 2020
Final version

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Using the Home Learning Materials

The materials

- Each reading booklet contains a key text and suggested activities that can be used to develop comprehension and understanding.
- The sequence should take no more than 1 hour to complete, it could be completed in two 30 mins sessions or four 15 minute sessions.
- Reading for pleasure, fluency and stamina should be developed through regular sustained reading using the books identified by the school.

How to use

- Read the instructions carefully before you start a task.
- Each sequence contains simple explanations and examples to help you.

How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Check your child understands any new or unfamiliar vocabulary
- Adapt any of the resources and materials as you feel necessary to support your child's needs

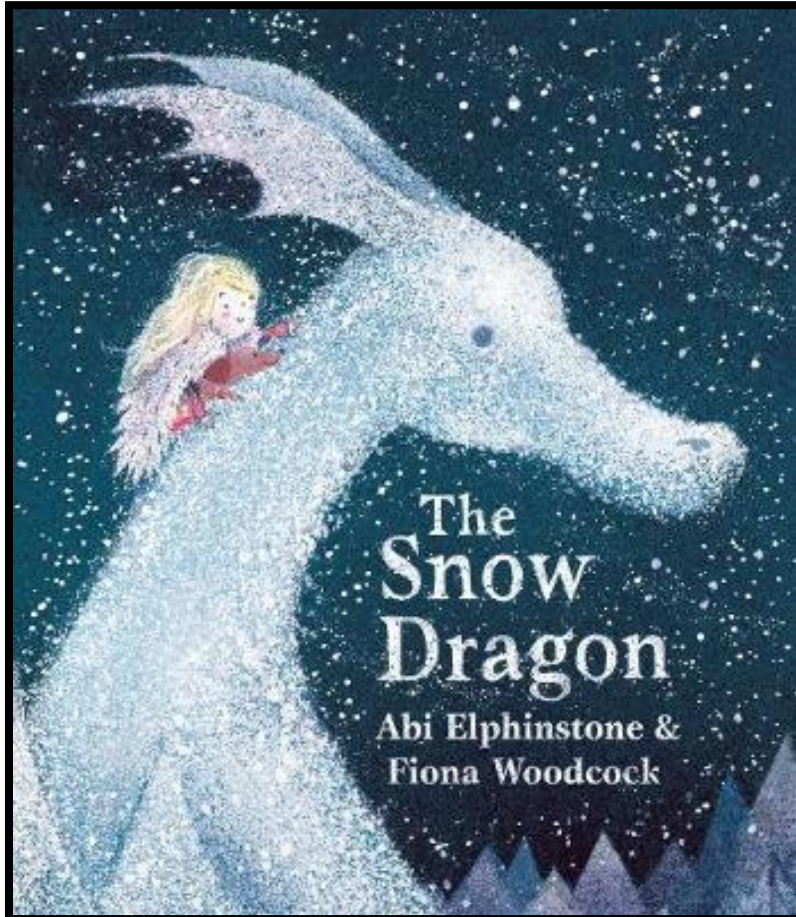
Reading comprehension sequence

This sequence is developed around an extract from 'The Snow Dragon' by .

Teaching sequence:

- 1) Word Reading Pre-teach
- 2) Read together, reread independently, read again for fluency
- 3) Question & Discussion
- 4) Responding to the text

The Snow Dragon, by Abi Elphinstone & Fiona Woodcock



If a copy of the text is unavailable, follow this link to [lovereadings4kids.co.uk](https://www.lovereadings4kids.co.uk) where you can download a free extract:

<https://www.lovereadings4kids.co.uk/extract/16681/The-Snow-Dragon-by-Abi-Elphinstone.html>

Word Reading Exploration

Practise reading these words from the text, and discuss their meaning to support comprehension of the text. How many sounds can they hear or identify in each word? Can they sound talk the word? Can they add sound buttons? Write down the meaning of each word.

orphanage (or-ph-a-n-a-ge)	miracle (m-i-r-a-c-le)	strays (s-t-r-ay-s)
pledge (p-l-e-dge)	pirouette (p-i-r-ou-e-tte)	adopt (a-d-o-p-t)

Some children may need support in reading the main character's name of Phoebe.

Reading Aloud & Discussion:

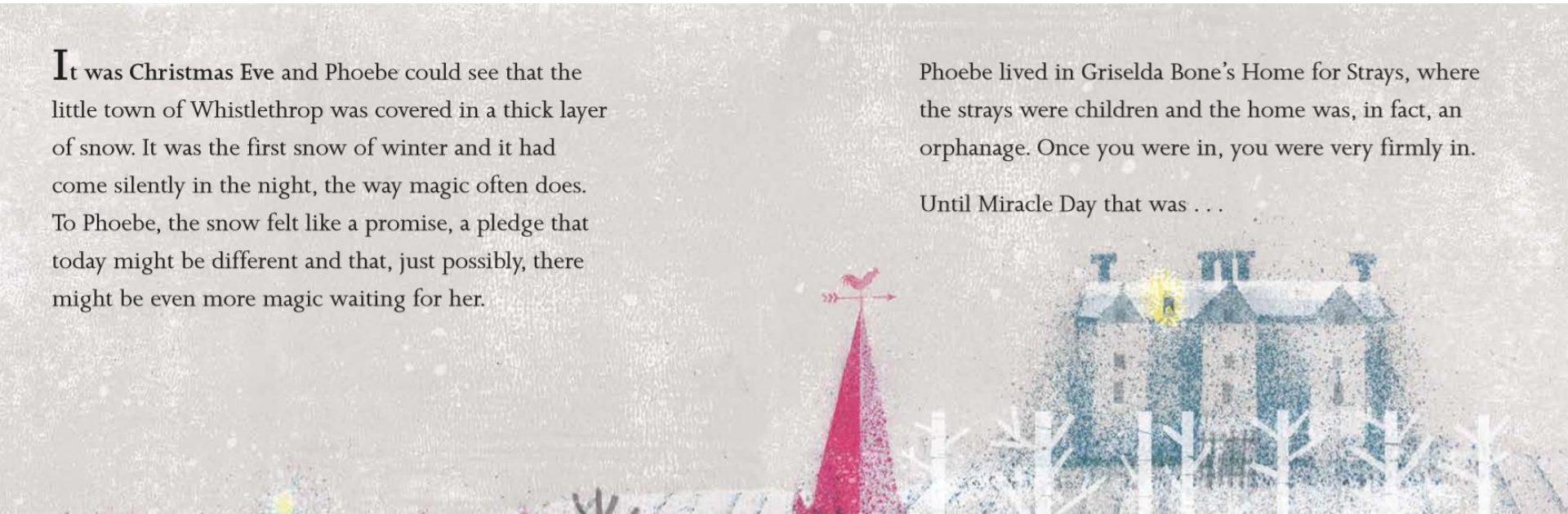
It was Christmas Eve and Phoebe could see that the little town of Whistlethrop was covered in a thick layer of snow. It was the first snow of winter and it had come silently in the night, the way magic often does. To Phoebe, the snow felt like a promise, a pledge that today might be different and that, just possibly, there might be even more magic waiting for her.

Phoebe lived in Griselda Bone's Home for Strays, where the strays were children and the home was, in fact, an orphanage. Once you were in, you were very firmly in. Until Miracle Day that was . . .

What do you think could be waiting for Phoebe?

What might happen on Miracle Day?

What does the author mean by 'once you were in, you were firmly in?'



Once a month Griselda opened the gates to parents hoping to adopt a child. If you were picked by one of the families, the day you left – that marvellous day – became your Miracle Day.

Only it never seemed to happen to Phoebe.



What happens of Miracle Day and how do the children in the orphanage feel about it?

Who do you think Griselda might be?

How do you think Phoebe feels about not being chosen?

The pile of books Phoebe was balancing on in the attic, where she often hid away and looked out at the world, swayed and there was a scratching sound followed by a yap.

A chestnut brown sausage dog clambered up the dusty tower. "Snow, Herb. Isn't it brilliant?" Phoebe exclaimed. But Herbert was only really interested in two things: cuddles from Phoebe and dancing.

Phoebe sighed. Today was a bittersweet day. It was her friend Jack's Miracle Day.

Phoebe was happy that he was going to live with a real family, but not even Herbert's pirouettes could distract her enough to forget that with Jack gone, she would be the only child left in the orphanage.

"It's just you and me now, Herb." she said.



How does Phoebe feel about Jack's Miracle Day?

What do we learn about Phoebe?

What does Herbert, the sausage dog, think of Phoebe, and how do you know?

And then, even though she knew it was against the rules, Phoebe whispered, “Come on, if we’re quick, we’ll have time to wave Jack off and hurry back here before Griselda finds us.”

Phoebe scooped up Herbert, clambered out of the window and slid down the roof towards the fire-escape. They hurried down the ladder and raced to the front of the orphanage, just in time to see a car pulling away. Jack looked over his shoulder and as Phoebe waved through the gates, her friend’s eyes lit up. “I’ll miss you!” Jack shouted.

Phoebe stood before the tall dark gates. Then there was a low and very loud growl. With a sinking heart, she turned around.

A black pit bull terrier stood on the gravel.

Then came another growl. “Slobber! Where have you got to?”

A woman appeared: short and stocky, with shoulders that gobbled up her neck.



What do you think of the character of Griselda and why?

What clues in the text tell you that Phoebe doesn't like being at the orphanage?

What do you think will happen next in the story?

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:
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For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

