

Reading Comprehension

A Walk on the Wild Side

Year 3/4

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.
- 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.

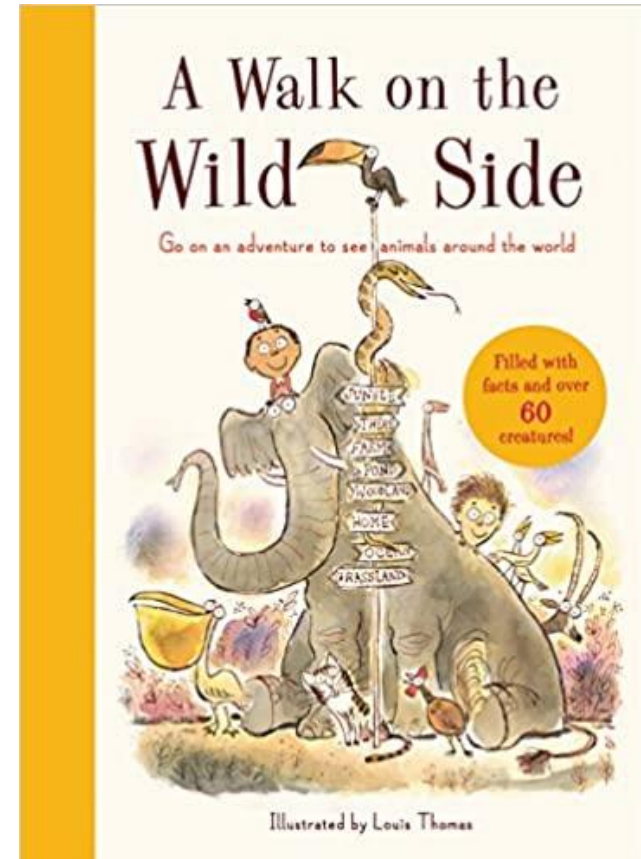
Reading comprehension sequence

This sequence is developed around an extract from 'A Walk on the Wild Side' by Louis Thomas.

Teaching sequence:

- 1) Prediction
- 2) Vocabulary check
- 3) Reading with fluency
- 4) Retrieval quiz

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/13245/A-Walk-on-the-Wild-Side-by-Louis-Thomas.html>

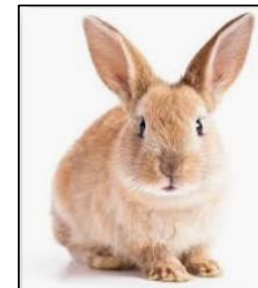
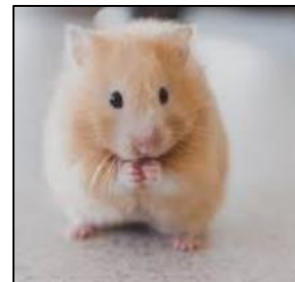


1. Prediction

Think about the title of the book, 'A Walk on the Wild Side'.

Discuss what you think the book might be about.

Look at the images and decide which ones you think would be in the book and explain your reasons.



2. Vocabulary check

Use the table below to match the five words to the correct meaning (simply draw lines). Use a dictionary if it helps, focusing on use of the alphabet to find the words.

Word
predators
vision
currents
prowl
prey

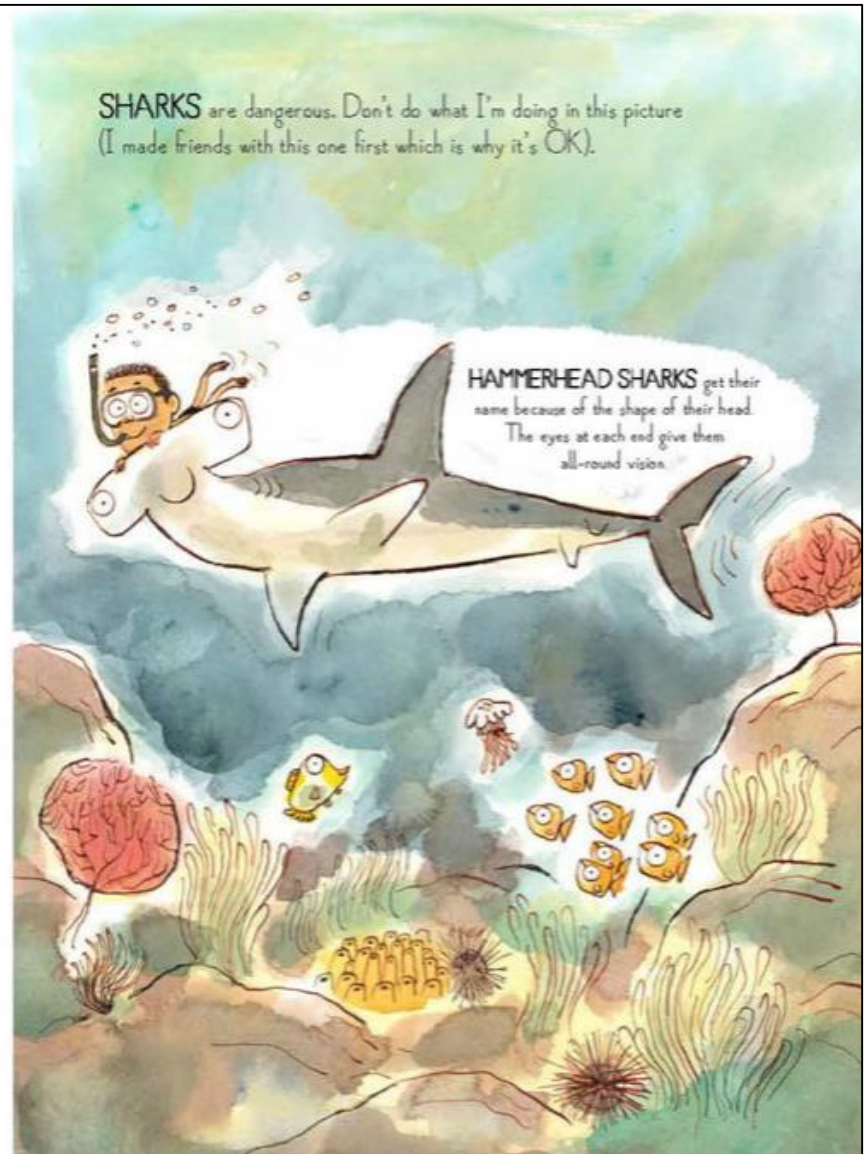
Meaning
an animal that is hunted or killed for food
an animal that naturally preys on others
ability to be able to see
a body of water or air that moves in a definite direction
to move about in a restless or stealthy manner

3. Reading with fluency

Read the next two pages together.
Highlight or underline any words that you
have difficulty reading and practice
reading those parts again.



Yes, that's right. Some **FISH** can **FLY**. I didn't believe it either until I saw it with my own eyes. To get away from predators, they jump out of the water and let their wing-like fins carry them on air currents.



SHARKS are dangerous. Don't do what I'm doing in this picture
(I made friends with this one first which is why it's **OK**).

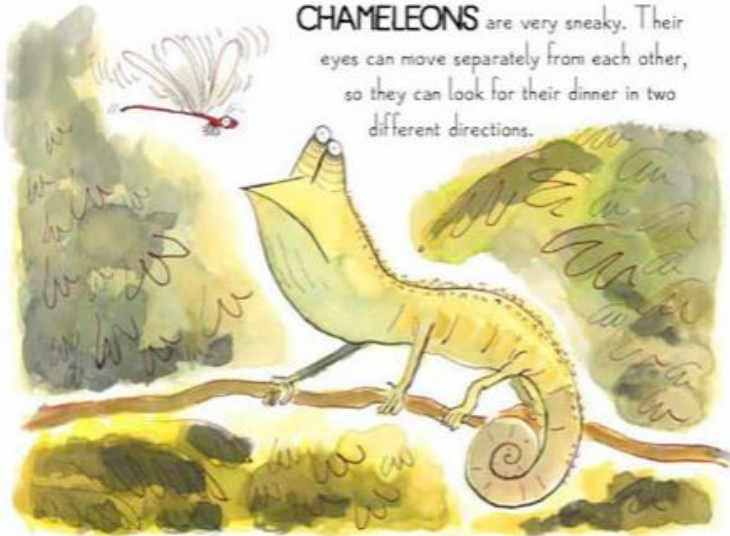
HAMMERHEAD SHARKS get their name because of the shape of their head.
The eyes at each end give them all-round vision.

3. Reading with fluency

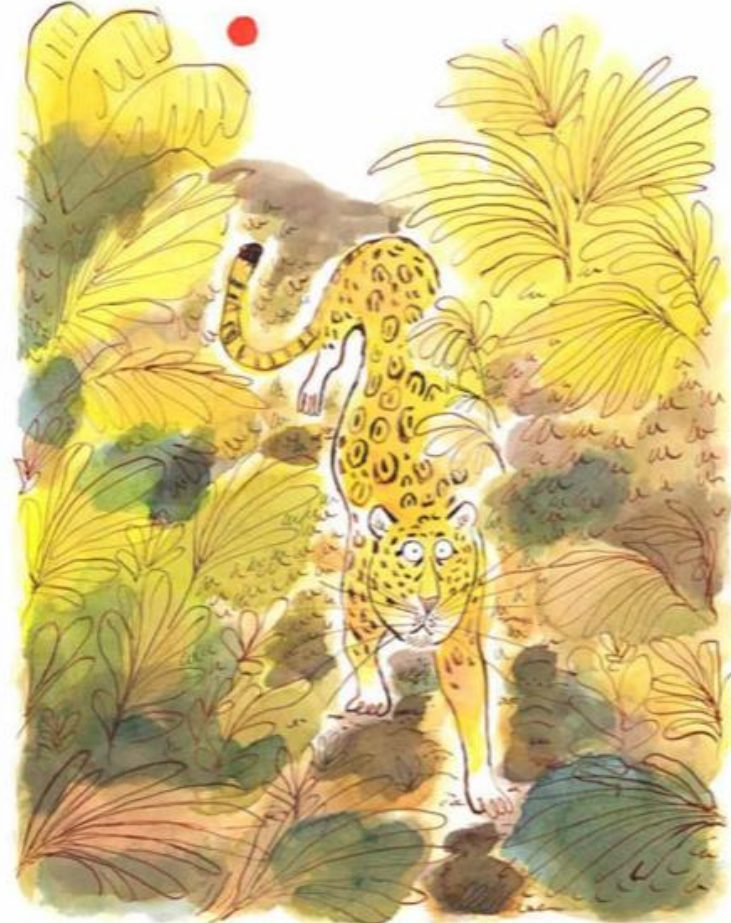
The largest snake in the Belize Jungle, the **BOA CONSTRUCTOR** can reach an amazing length of 5 metres from head to tail. Sometimes it's hard to see where it begins and ends, or which end belongs to which head.



CHAMELEONS are very sneaky. Their eyes can move separately from each other, so they can look for their dinner in two different directions.



We saw this **LEOPARD** prowling through the grass when we were in the jungle. Leopards are so strong they can haul their prey up into trees when they've killed it. It's lucky we made friends with this one!



4. Quick quiz

Non-fiction texts are really useful for finding information. This is called retrieval. **Use the extracts to answer these questions.**

1. How are flying fish able to fly?
2. Why do flying fish fly?
3. How do we know that leopards are strong?
4. Where would you find a boa constrictor?
5. What is unusual about a chameleons eyes?

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:
Emma Tarrant : emma.tarrant@hants.gov.uk

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

