

# Reading

Treasure Island

(ISBN: 978-1-407143-63-7)

Years 5 & 6



The  
Coombes  
CE Primary School

**Unit/Lesson focus:** the aim of this unit of learning is to read and understand the book 'Treasure Island' (ISBN: 978-1-407143-63-7). If you are reading the same version as I have, then this is a classical text which means that the vocabulary choices within it will be more complex. (Please note, if you are using a more modernised version, then you will have some variances in the vocabulary used within the book but the gist of the story will be the same.)

We will be continuing to develop our VIPERS and reading fluency skills as we make our way through the chapters.

**Unit Learning Objectives:**

**L.O.: To understand the vocabulary in a text**

**L.O.: To read with fluency and expression**

**L.O.: To answer retrieval questions based on my reading**

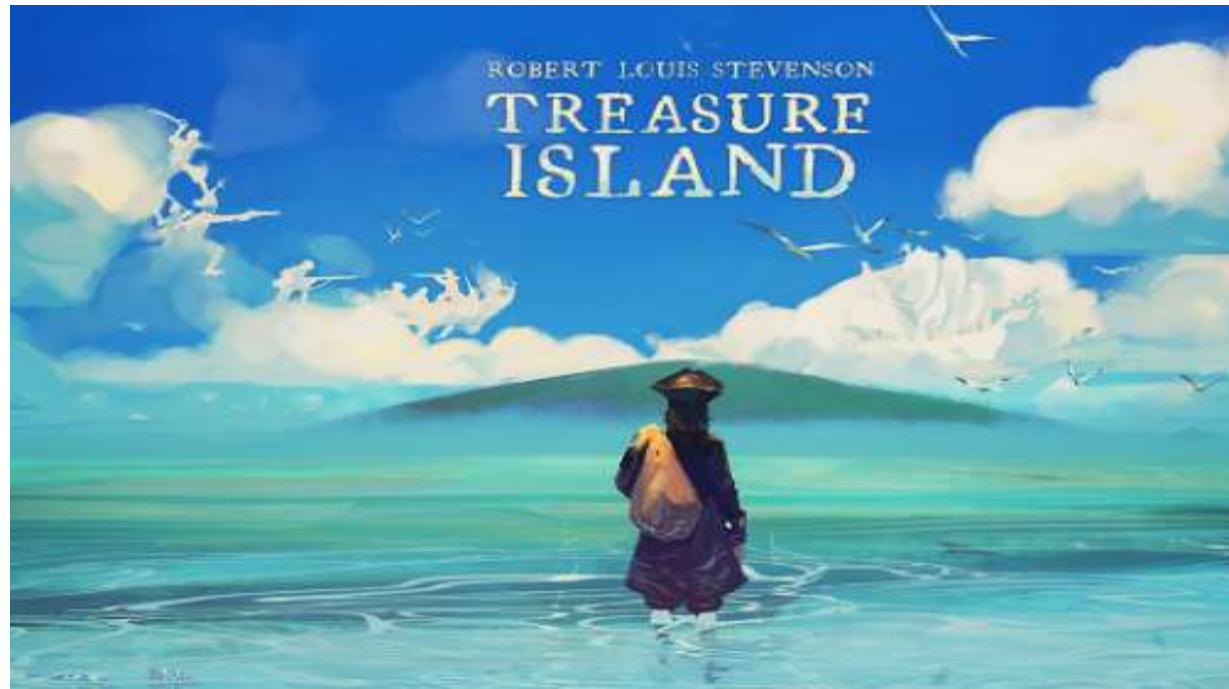
**L.O.: To answer inference and explanation questions based on my reading**

**L.O.: To sequence information based on my reading**



# Treasure Island

*This week we will be focussing on reading chapters 13, 14, 15, 16, 17 and 18.*



# Lesson 15

L.O.: To sequence information based on my reading

**I can sequence information based on one paragraph.**

**I can also sequence information that draws on more than one paragraph.**

**I can even sequence information across a whole text.**



# Task 1: *reading to show fluency, expression and meaning*

Reread chapter 18 in your head to help your reading fluency.

We have previously reflected on how the book's author, Stevenson, tried especially hard to write good openings to his books. Has he continued to work on captivating the reader and using selective word choices? How does Stevenson use description to help the story move on? Give examples of engaging description to move the story on from chapter 18.

Use the following sentence stems to help you answer these questions.

*The word choices are...*

*Chapter 18 is \_\_\_\_\_ descriptive, for example, \_\_\_\_\_.*

*This part of the plot links to \_\_\_\_\_ that happened in a previous chapter.*

*To keep his story engaging, Stevenson...*



# Plenary:

Continue to add to your mind map that you started in the first week. Use your own dual coding symbols, to explain the gist of the story so far and add details from chapters 13 to 18 to your map from the previous weeks. **Use your finger to trace your images and verbally retell the story so far.**



*Remember Mrs Atkins used dual coding with us in assemblies to help us remember the Coombes Code.*



# Extra reading:

If you have not spent an hour already completing this lesson, begin to read chapters 19 and 20 on your own ready for next week.



# Reflection:

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