

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

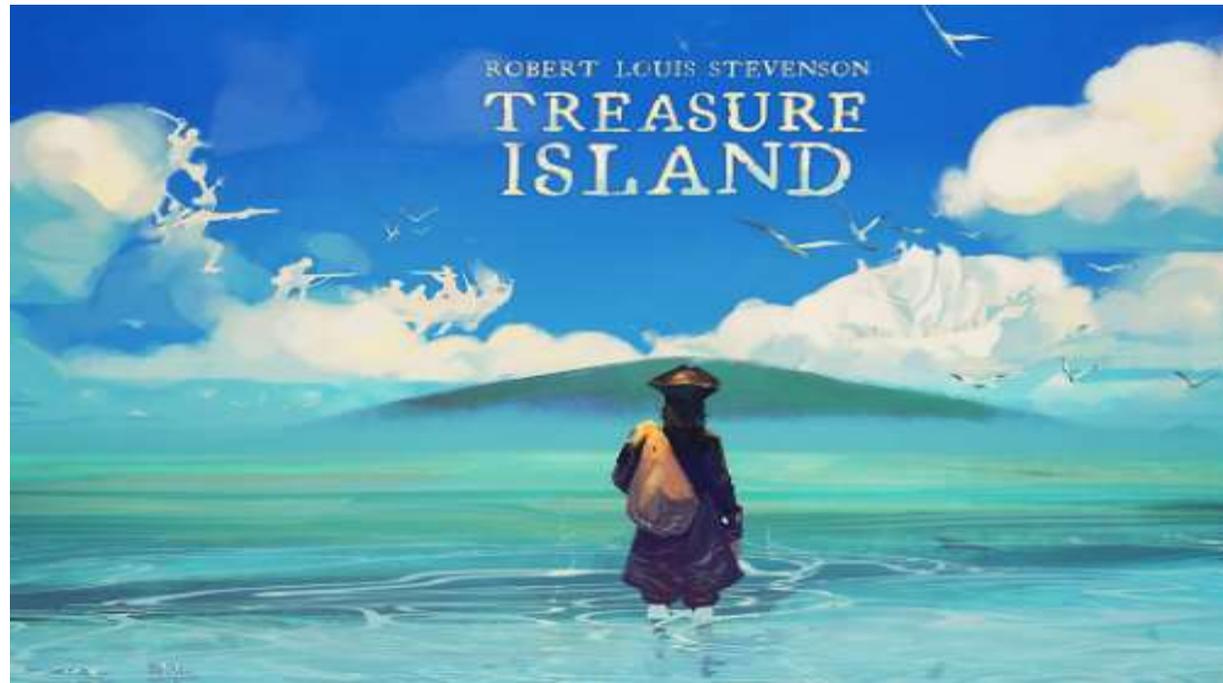
L.O.: To answer inference and explanation questions based on my reading

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



Treasure Island

This week we will be focussing on reading chapters 30, 31, 32, 33 and 34.



Vocabulary recap:

What do these words mean?

lopsided laborious

infamous composure

contemptuously



Lesson 27

L.O.: To read with fluency and expression

I can read with fluency and expression. (Yr5)

I can also read within the pace of 90 words per minute. (Yr5&6)

I can even use my reading expression to demonstrate my understanding of a text. (Yr6)



Task 1: *reading pace check*

Read the **beginning of chapter 32** out loud to check your fluency pace. Your target is to read 90 words in a minute (Yr5) or 100 words a minute (Yr6). Use a timer to time yourself and remember you need to read properly and not just rush to 'blurt out' as many words as you can.

(The first 90 words of the chapter are coloured red on the next page. The next 10 are coloured green to give a count of 100 words.)



Partly from the damping influence of this alarm, partly to rest Silver and the sick folk, the whole party sat down as soon as they had gained the brow of the ascent.

The plateau being somewhat tilted towards the west, this spot on which we had paused commanded a wide prospect on either hand. Before us, over the tree-tops we beheld the Cape of the Woods fringed with surf; behind, we not only looked down upon the anchorage and Skeleton Island, but saw – clear across the spit and the eastern lowlands – a great field of open sea upon the east.

Sheer above us rose the Spy-glass, here dotted with single pines, there black with precipices. There was no sound but that of the distant breakers mounting from all round, and the chirp of countless insects in the brush. Not a man, not a sail upon the sea; the very largeness of the view increased the sense of solitude.



Tasks 2 & 3: *reading to show fluency, expression and meaning*

Read the rest of **chapter 32, 33 and 34** first in your head to help your reading fluency.

Choose one chapter to read a second time out loud with a partner (or to yourself). **In this read, use your voice (and the punctuation cues) to show the meaning of the text in the way that you read it aloud.**



Plenary:

Find a book or newspaper you have not read before and check your fluency pace on this text. How many words a minute did you manage now?

Is your pace quicker or slower on this text? Can you explain why? Is your fluency increasing over time?



Reflection:

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