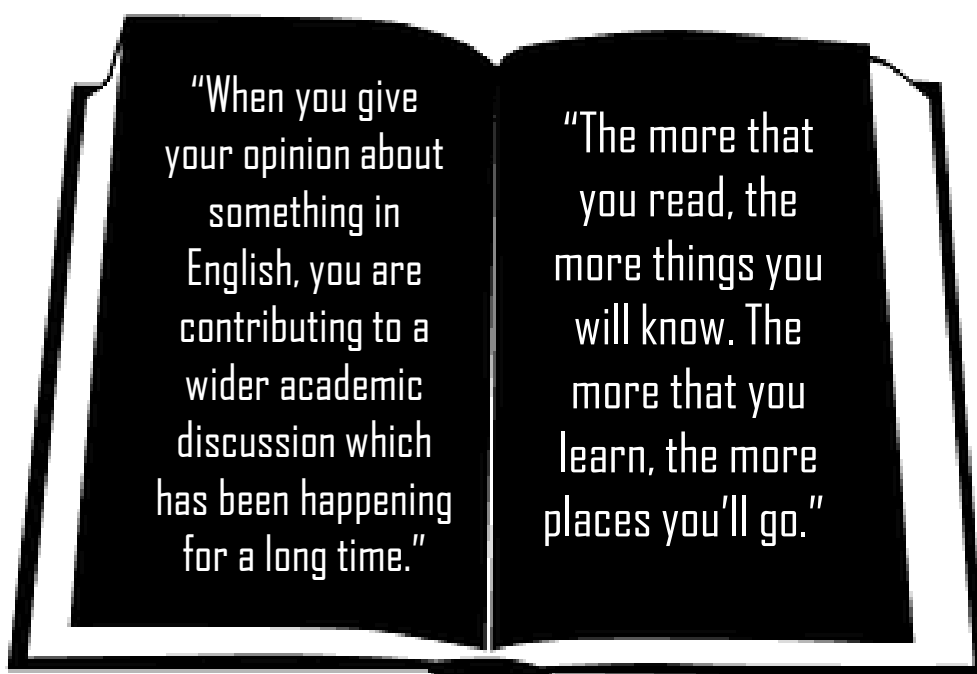


Year 7 Reading Booklet

Name:

Teacher:



Reading Aloud

In your reading lessons, you will be expected to read aloud regularly. Your teacher will be assessing your progress with reading aloud using the grid below. They will give you tips on how to improve your reading aloud skills and you will have plenty of time to practice and develop your reading fluency.

Fluency Scale.

Your teacher will use this to measure your progress when reading aloud.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reader does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppy stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Teacher: Please score each term by adding up the totals from each column.

Term 1 score: _____ Date: _____

Term 2 score: _____ Date: _____

Term 3 score: _____ Date: _____



What will your reading lesson look like?

First 20 minutes

- You will read an extract from a current, teenage fiction novel.
- You will make predictions about the text based on the front cover.
- Key lines have been highlighted in yellow. You will all practise reading these lines aloud.
- You will complete some reading questions and summarise what you have read.

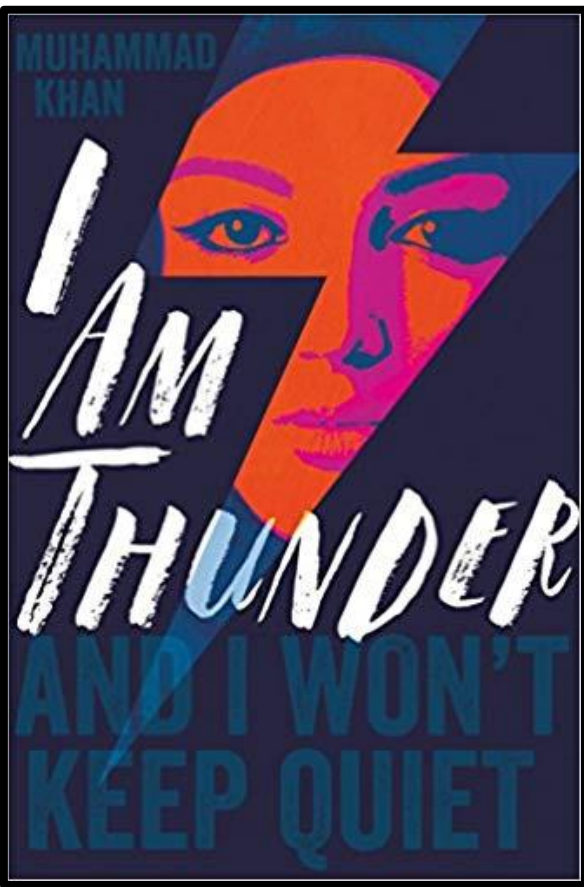
Second 20 minutes

- You will silently read your current reading book.

Final 20 minutes

- If you have completed your reading book, you will take the quiz.
 - If you have not finished your book, you will complete your reading log.
- In your log, you need to summarise what you have read during the silent reading time.





Making Predictions

From the title of the book, what do you think the book will be about?

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From the image, what do you think the book will be about?

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‘Oh-em-gee! Are you playing with your Barbie?!’

My doll face-planted on to her dining-room table. Plates and cutlery went flying as the plastic roast dinner catapulted into the miniature sink. Salma had a knack for turning up at the worst possible moment. I still hadn’t recovered from the time she’d caught me ‘perving on the naked guy’ in my science book. For the record: I was doing homework.

‘As if!’ I scoffed, scrambling to my feet. ‘Just tidying up a few old things.’

Salma wasn’t buying it. Of course she wasn’t – you can’t pull the wool over a bestie’s eyes.

‘Shame, Muzna!’ she mocked. ‘We start Year Nine in, like, three weeks. Think they’ll have playtime on the curriculum?’

My cheeks prickled. Playing with dolls kept the peace at home; let my parents go on thinking I was ‘innocent’. Plus I still thought it was actually kind of fun. But admitting this would be asking for a lifetime of teasing.

‘Laugh all you want,’ I said. ‘This stuff will shift on eBay, easy.’
‘Dream on. No one wants your curry-stinking dollies . . .’

Salma trailed off, spotting my laptop lying open. I saw her lips curve into a mischievous grin.



Comprehension:

1. *‘Plates and cutlery went flying as the plastic roast dinner catapulted into the miniature sink.’*

In this sentence, the word ‘catapulted’ is closest in meaning to:

- a) launch
- b) catch
- c) receive
- d) target

2. Who is Salma?

- a) Muzna’s best friend
- b) Muzna’s cousin
- c) Muzna’s sister

3. *‘Salma trailed off, spotting my laptop lying open. I saw her lips curve into a mischievous grin’.*

What does the above sentence suggest about Salma?

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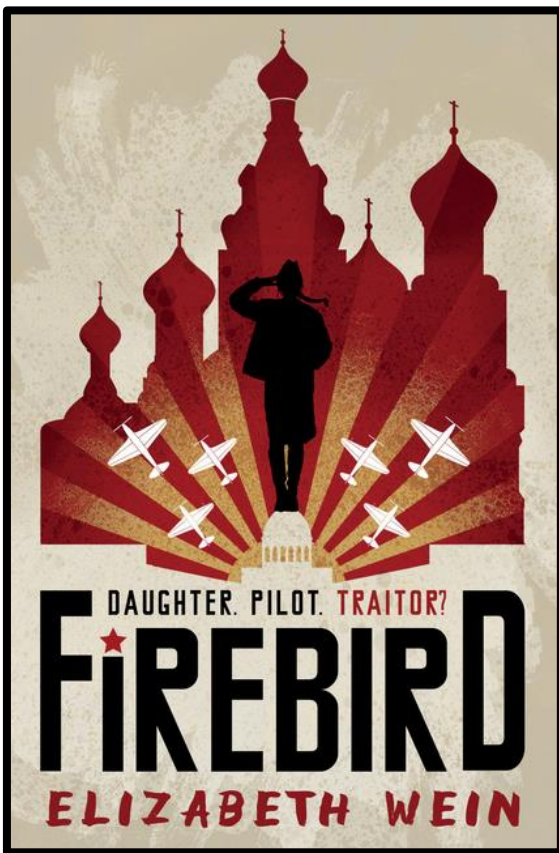
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Summarise the extract in five bullet points:

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-
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Making Predictions

From the title of the book, what do you think the book will be about?

.....

.....

.....

From the image, what do you think the book will be about?

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I am not a traitor.

I have been asked to defend myself to this tribunal, and I am going to do so plainly. I will speak of things that are now forbidden, for which I ask your pardon. Nothing I say will go beyond these walls.

I am Anastasia Viktorovna Nabokova. Anastasia is the name of a saint, Anastasia the Healer. Anastasia was also an empress, the first wife of Czar Ivan the Terrible. And it is the name of the youngest of the four murdered daughters of Nicholas II, the Russian empire’s last Romanov czar. I don’t think our glorious leader Stalin would approve of the name Anastasia. It is a holy name and a royal name, and we are no longer supposed to worship the saints and the czars and the Romanovs. Those are relics of Imperial Russia, and they died when the Soviet Union was born.

But Anastasia means resurrection – rebirth. I think it is a good name for a girl who is fighting to save her nation from an invading army.

That is what I am doing.

I am not holy, nor am I royal, and everyone calls me Nastia because it is shorter. But I am still proud of my name. Nastia is not the name of a traitor.

It is true I landed my plane behind enemy lines. I am a pilot in the Soviet Air Force.



Questions:

1. What do you learn about the narrator?

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2. What do you think the name Anastasia means to the narrator?

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3. What prior knowledge do you have? How does this connect to the text?

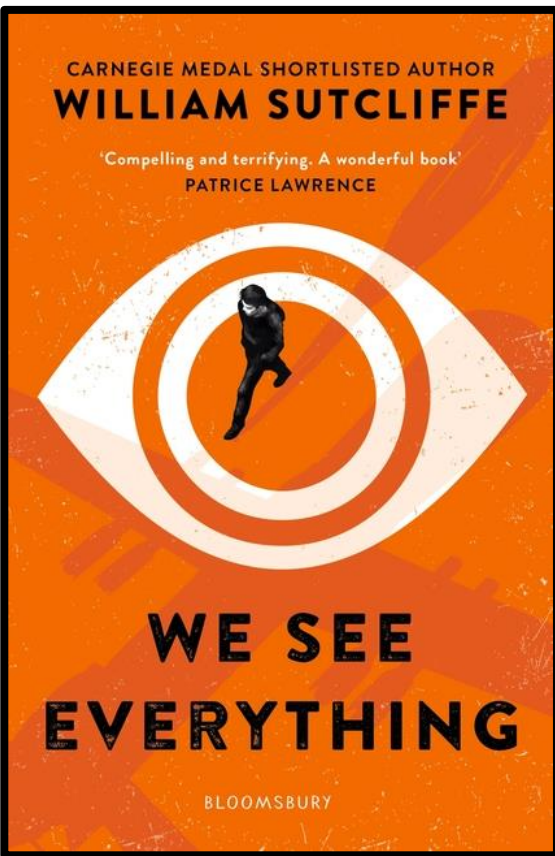
- *The text made me think about...*
- It reminded me of a text/film...

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Summarise the extract in five bullet points:

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Making Predictions

From the title of the book, what do you think the book will be about?

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From the image, what do you think the book will be about?

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I don't know if I can go through with it.

Pressed against a shrapnel-pitted wall, I stare out over the expanse of collapsed brick, crumpled tarmac, crushed concrete and twisted steel at the black berry bush I spotted yesterday, a short distance into the exclusion zone.

I could run there in a few seconds. Anywhere else it would be so easy. But anywhere else, the berries would be gone.

A woman with grey-streaked hair, wearing a thick winter coat despite the bright September warmth, emerges from the apartment block behind me. She eyes me warily before shuffling away.

You don't see many people on the streets round here, at the outer edge of London. That's why I come, to look out at the exclusion zone and feel briefly alone, away from the noise and crowds of the city. I don't do it often – it's an eerie place – but there's nowhere else to catch a breath of wind or look at anything further away than the other side of the street.

All night I've been turning over whether I dare risk going out into this lethal, barren area between me and the fence, wavering one way then the other, but even now, having returned with bags to collect the berries, I still can't decide. Is it really likely that someone is watching this desolate space all the time, alert enough to spot one teenager breaking cover for a few seconds? If they did see me, would they really shoot.

Questions:

1. What do you learn about the setting?

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2. Why do you learn about the narrator?

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3. What prior knowledge do you have? How does this connect to the text?

- *The text made me think about...*
- It reminded me of a text/film...

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Summarise the extract in five bullet points:

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Accelerated Reading Log

Date:	
Title of book:	
Summarise what happened in the text today:	
Find definitions for two pieces of challenging vocabulary found in the text	
Word	Definition/synonym

Date:	
Title of book:	
Summarise what happened in the text today:	
Find definitions for two pieces of challenging vocabulary found in the text	
Word	Definition/synonym

Date:	
Title of book:	
Summarise what happened in the text today:	
Find definitions for two pieces of challenging vocabulary found in the text	
Word	Definition/synonym