

# Reading Comprehension Meerkat Mail

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 'Meerkat Mail' by Emily Gravett.

## Teaching sequence:

- 1) Word Reading Pre-teach
- 2) Developing Fluency
- 3) Question & Discussion
- 4) Responding to the text

## Meerkat Mail, by Emily Gravett



If a copy of the text is unavailable, follow this link to [lovereading4kids.co.uk](http://lovereading4kids.co.uk) where you can download a free extract:

<file:///C:/Users/cseiwilk/Documents/Home%20learning%20journey%20reading/Meerkat%20Mail.pdf>

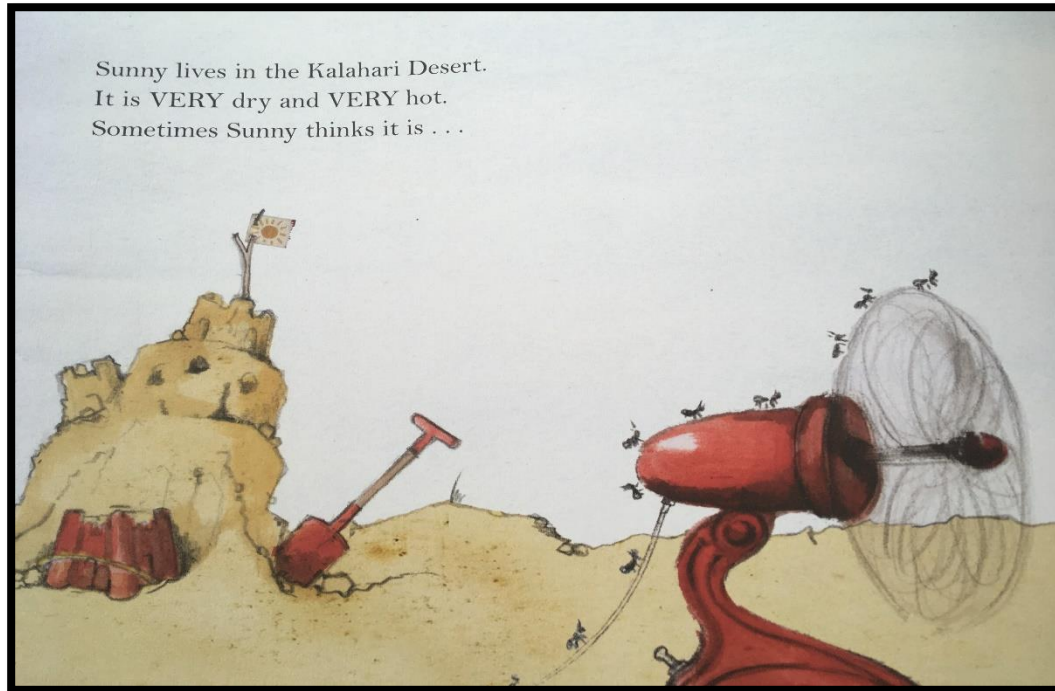
# 1. Word Reading Pre-teach

Practise reading these words from the text, and discuss their meaning to support the comprehension of the text. How many syllables can the child identify in each word eg Meer/kat.

<p>Dry (dry) 1</p>	<p>Together (to/geth/er) 3</p>	<p>Play (play) 1</p>
<p>Eat (eat) 1</p>	<p>Sleep (sleep) 1</p>	<p>Sometimes (some/times) 2</p>

Place your hand under your chin, every time your chin touches your hand it is a syllable. Hearing the syllables in a word supports children with spelling. Please note: syllables are different to phonemes.

## 2. Developing Fluency



Take turns in reading the text, use different voices, speeds and volume.

Read the text on the page.  
Ask the child what they notice about the word 'VERY'.

What impact would this have on how the words are read aloud?

Model reading the sentences aloud, with and without the emphasis on the word 'VERY'. Does this change the meaning of the text?

## 2. Developing Fluency

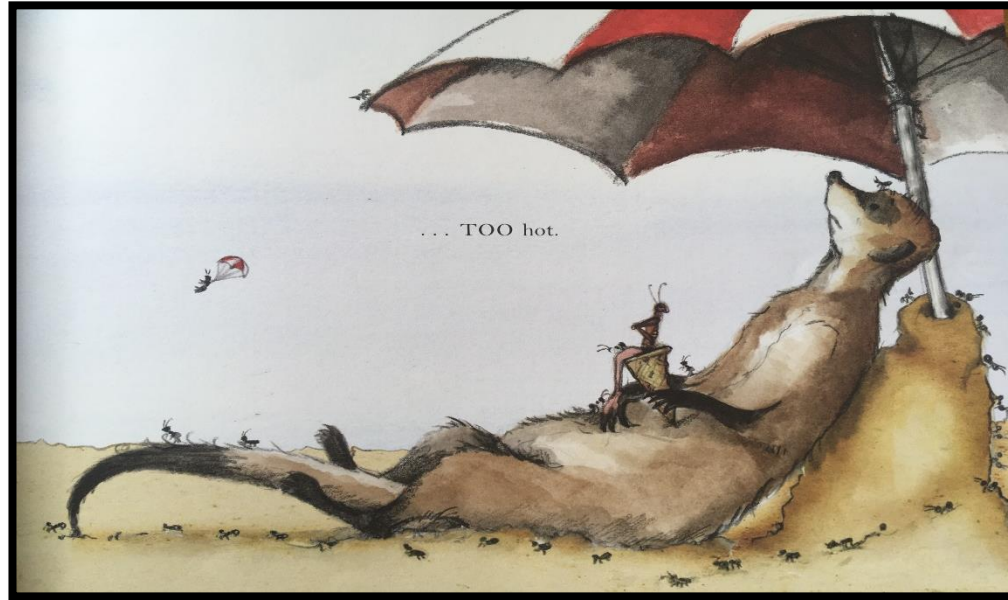
Sunny comes from a large family. They work together, play together, eat together, learn together...and sleep together.

Ask the child to write on the text which words they are going to emphasise, when they will use a quiet voice and pause. The child can design their own symbols.

Read and reread the text using the text marking to indicate how it should be read. Ask the child to practise reading it to different people.



### 3. Question & Discussion



Q.1.	How do you think Sunny is feeling?
Q.2.	How would you describe Sunny?
Q.3.	Why had the author written the word 'too' in capital letters?





Q.1.	How would you describe Sunny?
Q.2.	Why is the word 'together' repeated? What is the impact?
Q.3.	What do you think Sunny will do?

## 4. Responding to the text

Reread the pages of the book. Discuss both the text and the images. Ask the child to infer how Sunny is feeling.

Ask the child to act how Sunny is feeling. How would this look? How would this be reflected in their posture?

Print or draw the outline of Sunny and record on the inside how Sunny is feeling and on the outside how Sunny looks.



## 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](mailto: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](mailto:hias.enquiries@hants.gov.uk)

