

**Year 6 Reading. Friday 3<sup>rd</sup> July 2020. LO: Mixed Comprehension.**

**TEACHER ANSWERS**

**AIM OF THE NEWS COMPREHENSIONS:** News reports are unique non-fiction texts. Being real, they naturally engage students, and with the range of topics that are covered, help to develop pupils' knowledge and understanding of the wider world outside the classroom. The reports are ideal for short, focused comprehension or discussion activities. Along with the opportunity to find fascinating facts and appreciate the opinions of those involved, there is plenty to be inferred and deduced to understand in more depth what is being reported. Like authors, journalists play with language, so news 'stories' are rich nuggets of text to investigate and provide the opportunity for literacy programmes.

**TEACHER ANSWER GUIDE:** The teacher answers are intended to provide a quick reference guide. Suggestions are given for the 'Expected response' or starting point that pupils could give. The 'Development' then gives more in-depth ideas that students can work towards as they develop their reading comprehension skills.

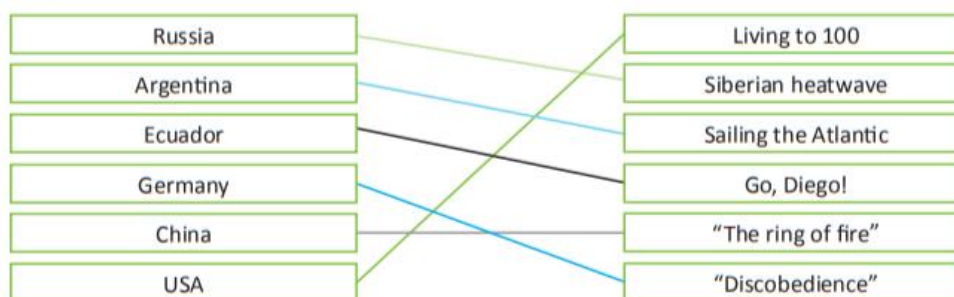
For a list of the reading skills used, please email [schools@firstnews.co.uk](mailto:schools@firstnews.co.uk).

■ Look at all the articles.

**1. Match the article to the country.**

READING SKILL – Find and explain information (NC 2a)

*Expected response*



■ Look at the news photograph from China.

**2a. Describe what an annual solar eclipse is.**

READING SKILL – Find and explain information (NC 2a)

*Expected response*

- An annual solar eclipse is when the moon covers the sun, leaving an outer circle showing. This is very rare.

*Developed response*

- A solar eclipse happens when the Earth, moon and sun are in direct alignment. The moon blocks the sunlight, casting a shadow on Earth.

**2b. The caption accompanying the photograph uses the metaphor 'Ring of fire' to describe the image. Can you think of a different phrase to describe the image of the rare solar eclipse? What does it look like to you?**

READING SKILL – Recognising effect of language choices

(NC 2f & 3)

*Personal responses*

- **Shape:** a different word for 'ring', such as 'hoop' or 'circle'
- **Colour:** and, different items to reference the red or fire colour, such as blaze, blush, amber, neon
- **Eg:** scarlet circle, glowing hoop, golden halo etc.

**2c. There are 24 hours in a day. So, what does the article mean when it says 'the longest day'?**

READING SKILL – Infer information based on own knowledge (non-text based inference)

(NC 6, 7 & 8)

*Expected response*

- All days are 24 hours long, this includes night and day. But the amount of daylight we have changes during the year. In the UK (and rest of the northern hemisphere), we have 'longer days' or days with more daylight in the summer and shorter days with less sunlight in the winter.

■ Look at the article 'Sailing the Atlantic'.

3a. Find the facts about Juan Manuel Ballestero's epic Atlantic adventure.

READING SKILL – Find and explain information (NC 2a)

**Expected response**

- The country he set sail from: **Portugal**
- Destination country: **Argentina**
- Why did he travel by boat? **Argentina banned flights due to COVID-19.**
- What caused him to miss his father's birthday? **Big storms in the Atlantic Ocean during his crossing.**
- Date he set sail: **24 March 2020**
- Date he arrived: **17 June 2020**

3b. How do you think he is currently feeling?

READING SKILL – Infer information and justify with evidence (NC 2c & 8)

**Possible response**

- Tired after his long journey across the Atlantic.
- Relieved to have made it to Argentina after all the big storms. They made his journey difficult and much longer than planned.
- Annoyed that after all his efforts he didn't managed to be with his dad on his 90th birthday.
- Frustrated that he still hasn't seen his dad, as he has to self-isolate for two weeks on his boat.

■ Look at the article 'Go, Diego!'

4. Fill in the missing words to summarise this news story.

READING SKILL – Find and explain information (NC 2a)

**Expected response**

Diego is a giant **tortoise**. He is **100** years old. After **decades** of being part of a **breeding** program, Diego is being moved to the remote island of **Española**, where he is originally from.

■ Look at the article 'Living to 100'.

5a. What problem are researchers at the University of California trying to solve?

READING SKILL – Infer information and justify with evidence (NC 2c & 8)

**Expected response**

- Preventing humans having more illnesses as they get older.

**Development**

- As humans get older, they tend to get more illnesses and health problems. The scientists want to help people live longer free lives, even when they are more than 100 years old.

5b. Would you like to live until you're 100 years old? Explain your thoughts.

READING SKILL – Develop personal ideas from reading news stories (NC 6, 7 & 8)

**Personal response with a reason, for example:**

- I would like to live until I am 100 so I could see how much the world has changed after a century has passed.

6. What links the three stories 'Living to 100', 'Sailing the Atlantic' and 'Go, Diego'?

READING SKILL – Make comparisons between texts (NC 1e & 1f)

**Expected response**

- Age.

**Developed response**

- They are all about living into old age. Diego is 100 years old and retiring; Paulo sailed the Atlantic to try to get to his dad's 90th birthday celebrations and Californian scientists are trying to see if they can help humans be healthy and live more active lives when they are more than 100 years old.

■ Look at the article 'Siberian heatwave'.

7. Why do you think experts used the word 'alarming' to describe the surface temperature?

READING SKILL – Understand vocabulary in context (NC 2a)

**Expected response**

- Because a rise of 10 degrees is a huge amount, so it is causing alarm bells to ring. It is shocking.

**8a. What is thought to be causing this increase in temperature?**

READING SKILL – Find and explain information (NC 2a)

**Expected response**

- Climate change.

**8b. Explain why scientists think the temperature increases are greater in the polar regions.**

READING SKILL – Find and explain information (NC 2a)

**Expected response**

- Ocean currents carry heat towards the north and south poles, warming these regions very quickly.

**Developed response**

- The problem is made worse because normally in polar regions the white ice and snow deflects the heat from the sun, keeping the region cold.
- But the warmer temperatures mean ice and snow are melting and no longer deflecting heat, so the polar regions get even warmer.

■ **Look at the photograph from Germany.**

**9a. The protesters are dressed as different animals. What different costumes can you spot in the image, and why are they dressed like this?**

READING SKILL – Find and explain information (NC 2a)

**Expected response**

- Costumes: bees, monkeys, leopards/tiger, mice.
- Why: the protesters are dressed as animals that are at risk of extinction.

**9b. Usually, in a protest people march and shout out the changes they want. Here the protesters are lying down. Why are they protesting in this way?**

READING SKILL – Infer information and justify with evidence (NC 2c & 8)

**Expected response**

- To represent these animals that are dying due to problems caused by humans.
- As part of the protest to block the road.

**Developed response**

- To symbolise the extinction of the animals due to man-made problems such as climate change and habitat loss.
- To show that they won't move until their points of view are heard by the politicians who make decisions about how the country is run.

**10. People protest when they want to make changes in society. Often, they will write slogans on placards and shout these out as they march. Write snappy, persuading slogans for this protest on these placards.**

READING SKILL – Recognising effect of language choices (NC 2f & 3)

**Personal responses, for example**

- Save our planet
- Climate emergency
- Stop the extinction!
- The dinosaurs thought they had time
- This is an emergency
- Change needed now!

