

18th August 2021/24th November 2021

**Developing Reading Comprehension Skills Years 5–6:
Classic Children’s Literature
(9780857478375)**

Errata:

Page 11:

Author’s Use of Language

Section A) Mind Map method

The diagram of the mind map was omitted from previous versions.

The following page is the corrected page 11.

On some copies, page 78 printed with the text misplaced. The corrected page is attached to this pdf.

Author's Use of Language

Identify/explain how meaning is enhanced through choice of words and phrases.

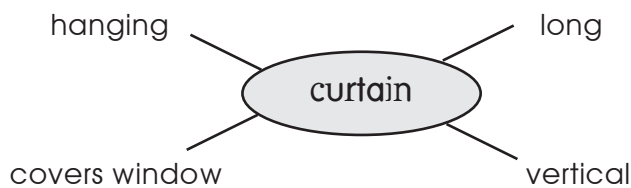
The **Author's Use of Language** content domain is about children recognising figurative language and descriptive phrases that contribute to the overall meaning of the text. Once children spot these features, they need to both understand what the features mean and identify the impact on the reader. There are various strategies children may use to answer these types of questions.

A) Mind Map method – Children identify the keyword in the question and place it at the centre of a mind map (spider diagram). They then write down everything they know about the word. Once they have thought through all of the possible meanings or associations of the word, they choose the most logical or best fit ideas to create their answer. If there is more than one word identified in the question, children should make sure they include an explanation or reference to each word in their answer.

For example: **The Secret Garden**

"Thick as the ivy hung, it nearly all was a loose and swinging curtain..."

What does "a loose and swinging curtain" suggest about the ivy?



This tells us that the ivy is hanging down the wall and is probably covering it similarly to a curtain covering a window. Loose means the ends are not attached to the wall and it is moving in the wind.

B) Replacement method as described in the *Vocabulary* content domain.

C) Identify figurative language techniques (simile, metaphor, imagery, personification etc) and write about how the author is using that technique.

For example: **Little House in the Big Woods**

In the question below, the personification of the wind helps the reader to identify that Laura is frightened and worried that Pa may be lost in the night. The wind is crying just like Laura feels like crying.

"...the wind went crying as though it were lost in the dark and the cold."

How does this description of the wind help the reader understand Laura's feelings?

Summary

Anne of Green Gables

1. Below are some summaries of different paragraphs from this text. **Number them 1–6** to show the order in which they appear in the text. The first one has been done for you.

Matthew discovers there's been a mistake.	
Matthew decides to take Anne home with him.	
Matthew approaches the girl.	
Matthew arrives at Bright River train station.	1
Anne tells Matthew all about her plan to sleep in the wild cherry tree.	
The stationmaster tells Matthew the 5:30 train has already been and there was a passenger dropped off for him.	

2. Which of the following would be the best summary of the whole text?

	Tick one
New Friends	
Matthew's Mistake	
Unexpected Arrival	
The Train is Early	

3. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Matthew is happy to see Anne.		
Matthew is a confident man.		
Anne is a chatterbox.		
Anne is an ordinary sort of child.		