

# Reading Comprehension

## A Sprinkle of Sorcery

Year 5/6

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.
- 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?

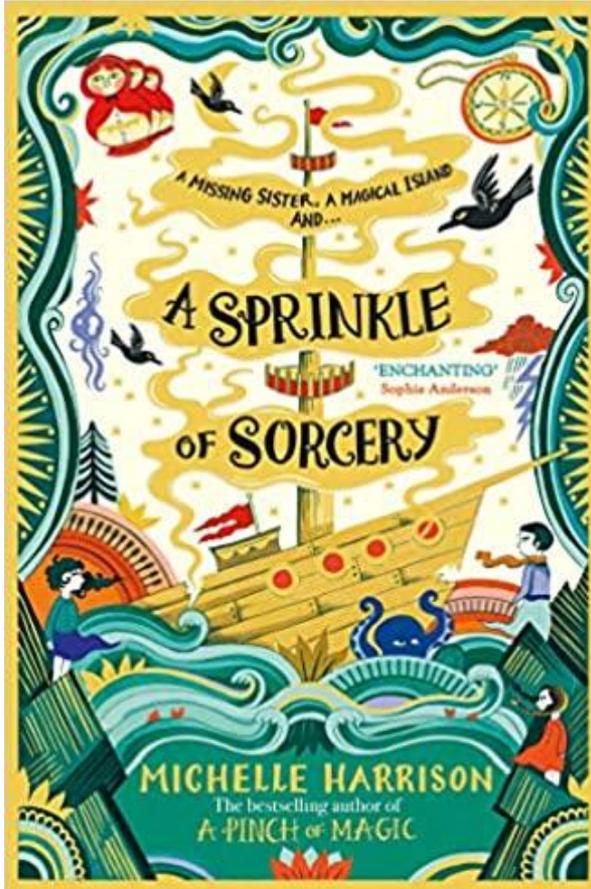
- Read the extracts aloud with your child.
- Check your child understands any new or unfamiliar vocabulary.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.

# Reading comprehension sequence

## Teaching sequence:

- 1) Read and enjoy with expression
- 2) Vocabulary checker
- 3) Text mark – think aloud
- 4) Response to reading
- 5) Quick quiz

## A Sprinkle of Sorcery by Michelle Harrison

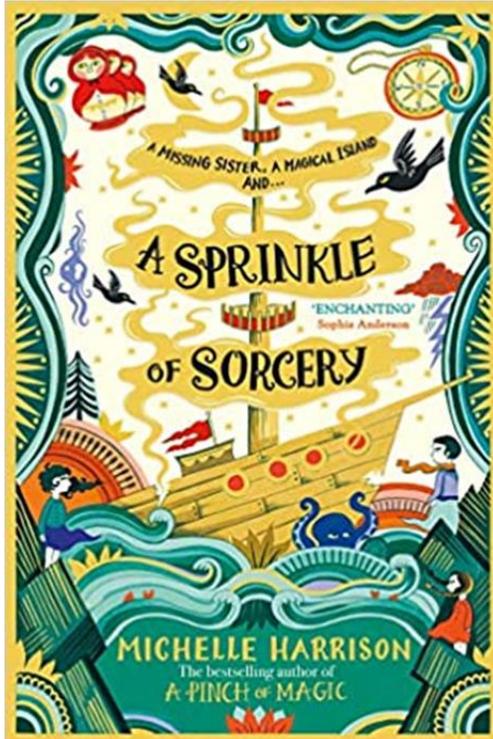


If a copy of the text is unavailable, follow this link to [lovereadings4kids.co.uk](https://www.lovereadings4kids.co.uk) where you can download a free extract:

<https://www.lovereadings4kids.co.uk/extract/16878/A-Sprinkle-of-Sorcery-by-Michelle-Harrison.html>

# 1. Read and Enjoy

Read the prologue – pages 1-5



## Prologue

**T**HERE WAS ONCE A POWERFUL WITCH WHO LIVED on the edge of a marsh. She lived alone except for her familiar: a large black raven.

Every day, people would come to her, seeking help, and every day the witch would assist them in return for some small token or favour. Her magic could cure many things: from warts to worries; from broken fingers to broken hearts.

One day she had a visitor – the lord of the land – who had come in disguise. He was a cruel man who had heard stories of the witch’s magic, and he couldn’t bear to think that anyone was wealthier or more powerful than him. While he was quickly satisfied that the witch was far from rich, he unexpectedly began to fall in love with her. But the witch did not return his feelings, even when he threw off his disguise and revealed who he truly was.

Unable to forget her, the lord returned to visit her again. He couldn’t understand why the witch did not love him back,

## 2. Vocabulary checker

Complete the vocabulary checker (available on page 10).  
Use a dictionary to define the word in context, identify possible synonyms and draw an image to aid memorisation. An example is completed below.

Example sentence showing the **word** in context...

**Word**  
Dictionary definition

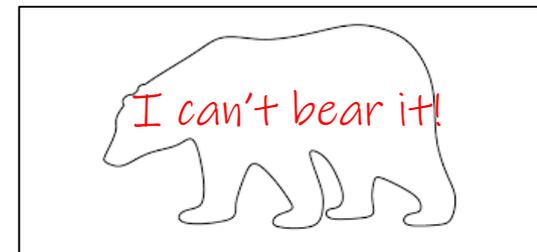
- Synonym 1 (from thesaurus)
- Synonym 2 (from thesaurus)
- Synonym 3 (from thesaurus)



He couldn't **bear** to think that anyone was wealthier or more powerful than him.

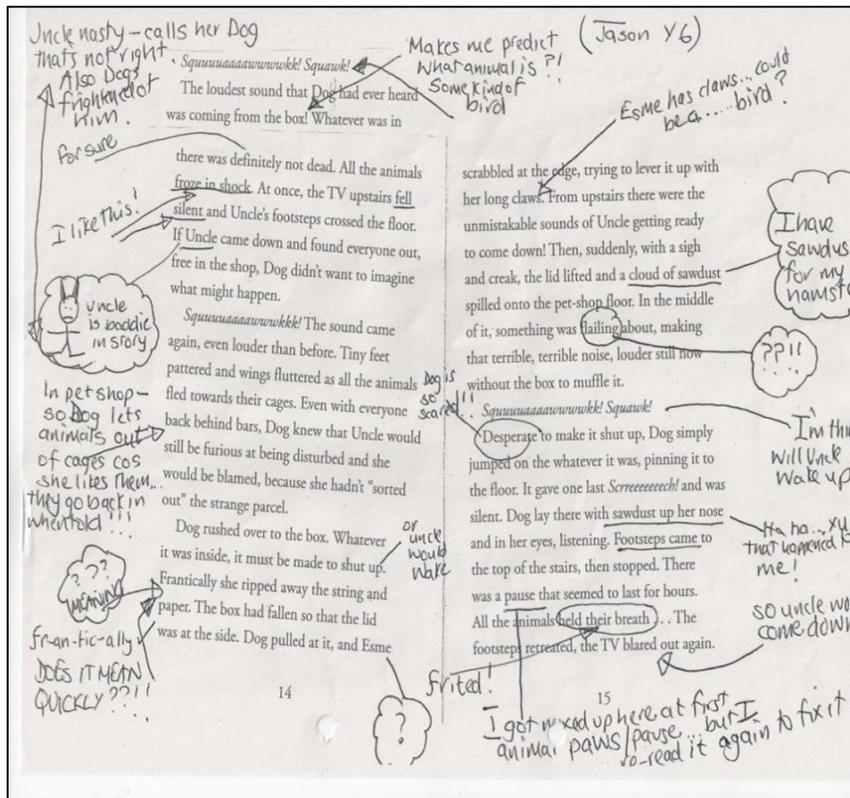
**bear**  
carry the  
burden of  
knowledge

- stand
- tolerate
- endure



### 3. Text mark – think aloud

Read the opening extract from the prologue (available on page 12).  
As you read text mark for clues about the character of the witch and the lord.



*Jack nasty - calls her Dog that's not right. Also Dog frightened him. For sure. I like this!*

*Makes me predict (Jason Y6) What animal is it? Some kind of bird. Esmé has claws... could be a... bird?*

*Uncle is woodie in story.*

*In pet shop - so dog lets animals out of cages cos she likes them... they go back in when told...*

*or uncle would wake*

*frantically DOES IT MEAN QUICKLY??!!*

*I've got mixed up here at first animal paws pause... but I read it again to fix it.*

*I have sawdust for my namaste*

*PP!!*

*I'm think will wake up.*

*Ha ha... yuf that worried me!*

*SO uncle was come down*

14

#### Text mark – think aloud

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Unable to forget her, the lord returned to visit her again. He couldn't understand why the witch did not love him back, and he flew into a rage and ordered for her to be blinded. 'If you will not look at me and love me, you will not look at anyone,' he declared. But the lord's men took pity on the witch, and left her with one good eye.

'You can take my eye,' she told him, 'but I will always see you clearly.' And she enchanted an old stone with a hole through the middle to act as a magical eye for the one she had lost.

When the lord returned a third time, and the witch's feelings towards him had still not changed, he lost his temper again. This time he demanded that her voice be taken. 'If you will not say you love me,' he said, 'then you will not speak at all.' And he ordered his men to cut out her tongue and throw it into the marshes. But, after the lord left, the witch's raven croaked in a harsh, rasping voice: 'You may have taken my tongue, but you will never silence me.'

# 4. Response to reading

Use your text marking to help you complete the opinion scales. Add evidence to explain your thinking.

<b>Character name: Witch</b>						
	<b>strongly agree</b>	<b>agree</b>	<b>don't know</b>	<b>agree</b>	<b>strongly agree</b>	
kind						wicked
<b>Evidence:</b>						
confident						unsure
<b>Evidence:</b>						

<b>Character name: Lord</b>						
	<b>strongly agree</b>	<b>agree</b>	<b>don't know</b>	<b>agree</b>	<b>Strongly agree</b>	
generous						selfish
<b>Evidence:</b>						
trustworthy						dishonest
<b>Evidence:</b>						

## 5. Quick quiz

Number the following events from the prologue from 1–5 to show the order in which they happened. The first one has been done for you.

The raven becomes the witches voice.

The lord of the land falls in love with the witch.

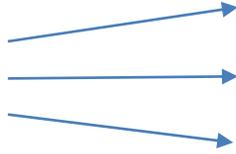
The witch is blinded in one eye.

The lord's greed is his undoing.

All of the items in the cauldron were transformed.

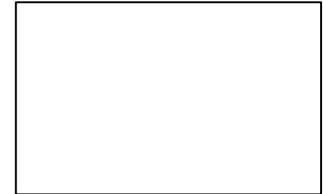
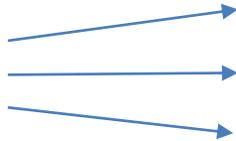
The lord's men took **pity** on the witch, and left her with one good eye.

**pity**



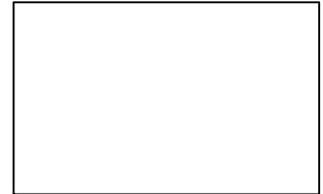
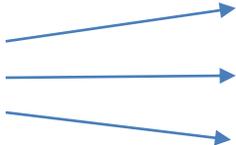
A group of fisherman had been swept near to the island by a **wayward** tide.

**wayward**



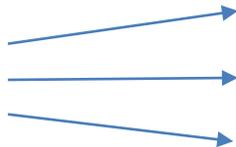
Despite her bubbling **resentment** towards him, there was still good in her heart.

**resentment**



He set off, thinking about the mysterious island, but **vowed** he would do as the witch asked.

**vowed**



## Text mark – think aloud

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## 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)

