

## Year 6 - Reading Task - Vocabulary Week 1 - 23.03.2020

### Talking about vocabulary



When we are reading, it is really important to understand all of the **vocabulary**.

The **strategies** discussed in this therapy will allow you to develop your vocabulary (knowledge of words) which will help improve your comprehension of texts as well as your spoken English and your writing!

You could use a vocabulary book to record new words that you discover.

### Working out the meanings of words

Which strategies do you already know for working out the meanings of new words?



#### Top tips:

Look for a **root word / linked words**.

Use the **context** of the sentence to help.

Activate your **prior knowledge!** (*Think about what you do know.*)

Use a **dictionary / thesaurus**.

## Using a root word / linked words

Sometimes, we can use a **root word** or **linked words** to work out what an unknown word means.

The rates of **unemployment** in the UK are dropping.

I know the **root word** is employ and I can think of other **linked words** like employee and employer.

**Employ** means work so **unemployment** must mean not being in work or not having a job.

The sentence must mean that the number of people without a job is going down.

## Using the context / prior knowledge

We can use the rest of the sentence and text to look for clues about the meaning of an unknown word.

Tom opened his mouth for a **rebuttal** when Mum interrupted: "If you two don't stop bickering, then there will be consequences."

I know Tom opens his mouth for a **rebuttal** and I know that Mum interrupts him or stops him. I also know he is bickering / arguing with someone before Mum speaks. Using my prior knowledge of situations like this, I can work out that **rebuttal** means argue back.

## Using a dictionary

A **dictionary** can help us find the meaning of an unknown word. Words can have more than one meaning so we will need to use the **context** of the sentence to choose the correct meaning.

She placed the ancient book in an airtight container to **preserve** it.

### Preserve:

- a) fruit preserved in sugar e.g. jam
- b) to keep something in its original state**
- c) to treat food to stop it going off

Using the context, I know the correct meaning must be option b. She wanted to keep the book in the same state that she found it.



1. Fill in the blanks.

Use a **root word** or **linked words** to work out what the word below means. Use this to help you understand the sentence.

The room was in a state of disorder.

I know the **root word** is \_\_\_\_\_ and I can think of other **linked words** like \_\_\_\_\_ and \_\_\_\_\_  
**Order** means \_\_\_\_\_ or \_\_\_\_\_ so **disorder** must mean \_\_\_\_\_ or \_\_\_\_\_  
The sentence must mean \_\_\_\_\_

2. Use the rest of the sentence and text to look for clues about the meaning of the underlined word below.

The children were aghast at the sight of the man. He was like a giant, with hands the size of dinner plates and eyes as big as saucers.  
They stood and stared, frozen to the ground.

- a) curious
- b) terrified
- c) confused

Use evidence in the text to explain your ideas.  
How could your prior knowledge help you?

---

---

---

---

---

---

---

---

---

---

3. Fill in the blanks.

Use a **dictionary** to find the meaning of the underlined words. Remember to use the **context** of the sentence to help you choose the correct meaning.

Everyone took turns to fawn over the new baby.

- Fawn:**
- a) a light brown colour
  - b) the young of a deer
  - c) to give a display of exaggerated affection

Using the context, I know the correct meaning must be option . They took it in turns to give \_\_\_\_\_ to the new baby.

Read the extract and then look at the underlined words.



For each word that you do not know the meaning of, decide which is the most appropriate strategy to use to work out its meaning. Use a separate piece of paper to write down the word and explain how you have worked out the meaning. Try to use a dictionary only as a last option.



For each word that you know the meaning of, write down the definition in your own words. Explain why this definition makes sense for this word - e.g. is there a root word? Does this meaning make sense in context? Then look up the word in a dictionary (hard copy or online) and see how closely your definition matches the definition in the dictionary.



## THE MUD BOOK

The Spell wouldn't stay on the shelf. It bounced on the floor and rolled under the kitchen table. Rayne sighed and picked it up for the third time, feeling the scroll softly vibrate. 'Stay there,' she muttered, wedging it underneath a pile of scrolls on the shelf. It was always the same with the Spell of Energy, it could never wait to be released.

She turned to a stack of parchments lying on the table. On top, beautifully inked in Mam's golden script, was the Spell of Sleep. She rolled it up, tied it with twine, and tried to stop herself yawning.

Sunlight streamed through the window, brightening the dimly lit kitchen. Its playful beams danced across the copper pans hanging from the

ceiling, reminding her she was stuck inside while Tom and the others were in the orchard. The school bell had rung ten minutes ago. Everyone would be outside now, helping with the apple harvest. Rayne's mouth turned up at the corner. Well, maybe not helping. More like hanging upside down and sneaking apples into their pockets.

She struggled to tie a knot around the last scroll. The Spell of Strength felt heavier than the others, and it took both hands to hoist it onto the shelf. 'All done, Mam,' she said, wiping her hands on her apron. 'Can I go down to the orchard now?'

Mam sat at the other end of the table, hunched over a blank parchment. Her long braids draped across her back out of the way. Deep lines of concentration crinkled the corners of her eyes. 'Just a minute, love,' she said, not taking her eyes off the sheet. Her face began to glow with a golden light; a light Rayne knew had nothing to do with the candles on the table. The light glowed outwards, radiating from deep inside. It shone brighter and brighter.

Rayne's heart skipped a beat as bright inky words swept from Mam's forehead and cascaded onto the parchment like a waterfall. They jostled and circled each other, whirling around the Spell. As the ink dried, the words stilled, and their