



Year 4
Reading Workshop



Retrieval: Finding specific information and key details from the text.

Vocabulary: Taking on, understanding and employing new vocabulary

Inference and deduction: Reading between the lines and drawing conclusions based on the evidence in the text.

Prediction: Making informed guesses about what will happen next.

Summarising: Identifying and retelling the main points of a text in their own words.

Author's craft: Discussing the author's choices, such as word choices and sentence structure.

Comparison: Comparing and contrasting different extracts or characters.

Discussion of the text

Retrieval

Words in context

Inference

Theseus and the Minotaur



Leaves wet with steamy condensation slapped against my face, and my feet ached with the scratches of a thousand brambles as I crept back towards the opening. I'd made sure the producers had left the cave before I returned, yet I noticed they came out alone.

Somewhere in there, was Pirithous and the others.

Crude torches had been hammered into the walls of the narrow corridor; they burst into flames at the touch of a match. The passage wound down under the forest: thick roots broke through the dry earth and snaked across the floor. Not too far into the cave, the way opened up and split in two directions. Following the left, I soon realised that it split again, and again, and again. It was a labyrinth. There was something down there, hidden away.

I considered calling for the others, but I didn't want to draw attention to myself. Suddenly, I heard a loud roar and saw a flash of bone and scale. Before I could react, an enormous beast was on top of me pinning me to the ground. I tried my hardest to unburden myself, but he was too strong. Out of nowhere, there was a metallic crash and a pop of light. I looked up in time to see the light in the monster's eyes fade and see Pirithous standing over it, a broken floodlight in his hand.

Discussion

What sort of text is this?

How do you know?

Are there any words you are unfamiliar with?



Theseus and the Minotaur



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Retrieval

What made the leaves wet?

Where were the crude torches ?

Wednesday 15th October 2025

Words in context

L.O: To know how to respond to questions that involves working out the meaning of words in context.

Success Criteria: Have I:

- ✓ Identified the word in the question I am being asked to define?
- ✓ Read the word in the sentence that it appears in within the text?
- ✓ Read before and after the sentence to understand the context?
- ✓ Made an inference based on what I already know?

My Turn

1. Identify a word which means to free yourself from something that is worrying you..

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Our Turn

1. Which word suggests that something mysterious was happening?

Crude torches had been hammered into the walls of the narrow corridor; they burst into flames at the touch of a match. The passage wound down under the forest: thick roots broke through the dry earth and snaked across the floor. Not too far into the cave, the way opened up and split in two directions. Following the left, I soon realised that it split again, and again, and again. It was a labyrinth. There was something down there, hidden away.

Your Turn

1)What does the word crude tell us about the torches?

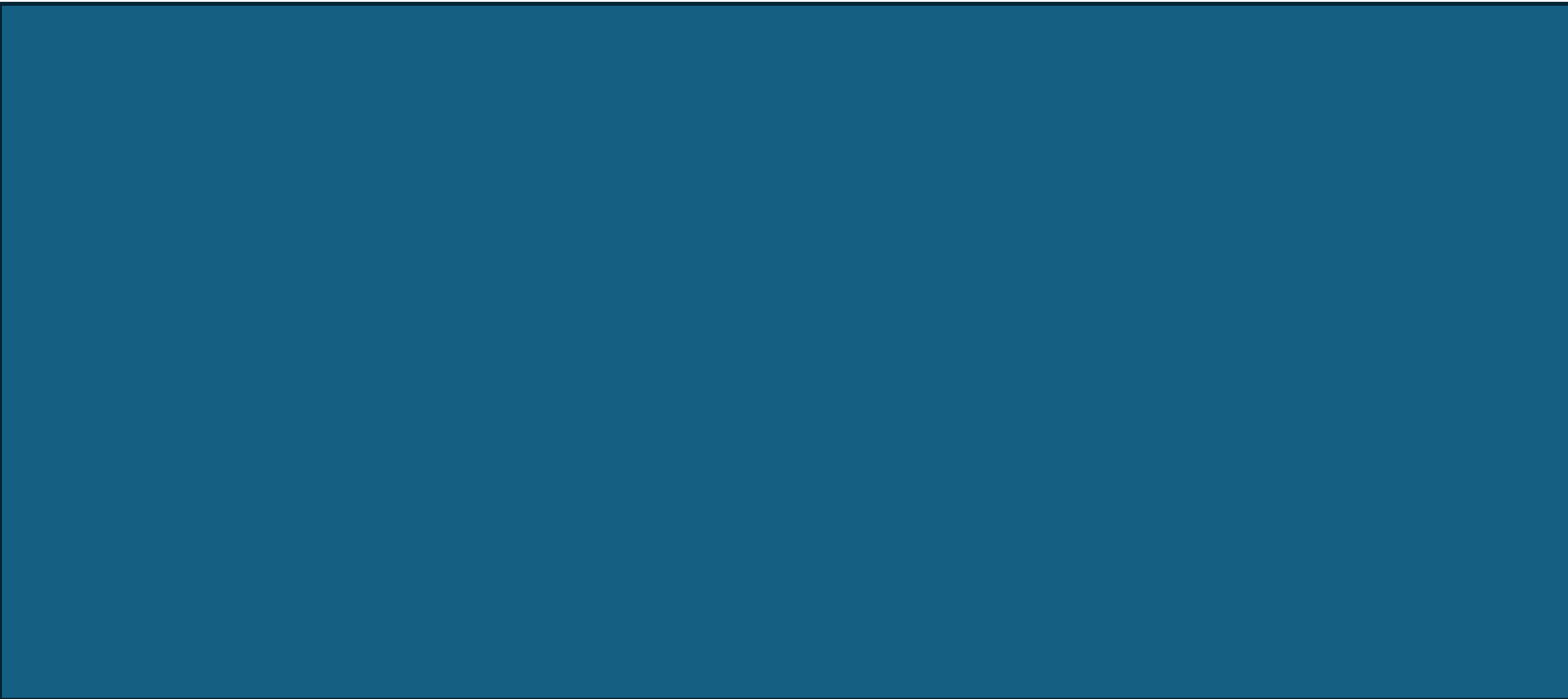
2)What does the word crept tell us about how he moved?

3) What do the words 'snaked across the floor' suggest?

4) What is a labyrinth?

5)In the last paragraph, find and copy the word which means really big.

What do the words 'snaked across the floor' suggest?



Challenge: Which words add to the tension? How?

I made sure the producers had left the cave.

There was something down there hidden away.

The Accelerated Reader (AR) is a computer-based system that encourages independent reading by having children select books at their reading level, read them at their own pace, and then take a short online quiz to check comprehension.



Passing the quiz shows a student has understood the content.

How Accelerated Reader Works

Book Selection: Students choose books from a wide selection of titles, which are assigned a "book level" based on readability and a point value based on length.

Reading: Students read the chosen book independently, building their reading skills and stamina.

Quizzing: Upon finishing the book, students take a short, computer-based quiz to test their understanding of the material.

Feedback and Monitoring: Passing the quiz provides immediate feedback to the student and the teacher, who use this data to track progress, monitor comprehension, and help set new reading goals.

