

***Reading On Your Head***  
***sample pack***  
***Published books***



Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)

# Sample year one content

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Avocado Baby By John Burningham  
Book talk - reciprocal reading conversation guide

Pages 1-11

**The question type (vocabulary, retrieval etc.) is for staff information.**

<b>Vocabulary</b>	Q1 Which word on page three lets you know that Mrs Hargraves finds it hard to feed the baby? A: Difficult.
<b>Retrieval</b>	Q2 What could the baby do now he is strong? A: He can: break the straps on his high chair, wrench the side of the cot and pull the other children uphill in a cart.
<b>Sequence</b>	Q3 What happened after the children suggested giving the baby an avocado? A: Mrs Hargraves cut the avocado in half, mashed it and fed it to the baby who ate it all up.
<b>Inference</b>	Q4 Why do the children suggest eating an avocado pear? A: Because an avocado pear is healthy and will make the baby strong.
<b>Prediction</b> Remember to ask pupils to identify what the prediction is based on.	Q5 Will the burglar get away from the Hargraves house? NB-pupils may answer yes or no, either answer is valid as long as they can justify it.  A: Yes, I think the burglar will escape without being caught because a baby cannot stop him and he is a sneaky thief. No, I think that the avocado baby will stop him because he is so strong.
<b>Authorial intent</b>	Q6 Explain why the baby is stronger than the other Hargraves children, using the text to justify your answer. A: The baby is stronger because he eats avocados, which are healthy and the other children do not. We know this because the author says the Hargraves had never bought avocados before.

# Sample year two content

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Amazing Grace By Mary Hoffman  
Reading comprehension-answers

Pages 1-12

**The question type (vocabulary, retrieval etc.) is for staff information.**

<b>Vocabulary</b>	Q1 Grace persuades Ma and Nana to join in her role-play. What does persuade mean? A: Convince/encourage.
<b>Retrieval</b>	Q2 What is the name of Grace's cat? A: Paw Paw.
<b>Sequence</b>	Q3 Put in order the ways you see Grace dressed. A: As a soldier holding a shield, in a hat, as a pirate, as an American Indian, in a tutu and in a yellow vest.
<b>Inference</b>	Q4 Why does Grace keep her hand up when Raj says Peter is a boy's name? A: Grace does not care the role is a boy, she can be Peter Pan.
<b>Prediction</b>	Q5 Looking at the front cover, what do you think the book will be about? A: I think the book will about a little girl called Grace who is amazing.
<b>Authorial intent</b>	Q6 Do you like the character of Grace? Why? A: I like Grace because she is amazing/I would like to be her friend because she is a determined character.

Amazing Grace By Mary Hoffman  
Reading comprehension

Pages 1-12

Q1 Grace persuades Ma and Nana to join in her role-play. What does persuade mean?

---

Q2 What is the name of Grace's cat?

---

Q3 Put in order the ways you see Grace dressed.

---

---

Q4 Why does Grace keep her hand up when Raj says Peter is a boy's name?

---

---

Q5 Looking at the front cover, what do you think the book will be about?

---

---

Q6 Do you like the character of Grace? Why?

---

---

# *Sample year three content*

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Swan Song by Gill Lewis  
Book talk – reciprocal reading conversation guide

Chapter Three

**The question type (vocabulary, retrieval etc.) is for staff information.**

<b>Vocabulary</b>	<p>Q1 Find and copy the phrase that suggests the town is in the middle of nowhere and very different to what Dylan is used to. A: At the very end of the world.</p> <p>Q2 Find and copy two words that means mum had a bad-tempered look on her face. A: Scowled, frowned</p>
<b>Retrieval</b>	<p>Q3 What time of day did they arrive near the village? A: Late afternoon</p> <p>Q4 What is the difference between where Dylan has lived and this town? A: The town is in the countryside, surrounded by hills but Dylan is from the city.</p>
<b>Summary</b>	<p>Q5 What happened after they pulled in at the lay-by? A: Mum got out the look at the town where her dad lives.</p>
<b>Inference</b>	<p>Q6 What evidence is there to give us the idea that Dylan might have been lonely? A: He says there was no one his age nearby and they didn't know the new neighbours. No one waved them off when they left.</p> <p>Q7 How do we know his mum was upset in the car? A: She didn't speak. She frowned.</p>
<b>Prediction</b> Remember to ask pupils to identify what the prediction is based on.	<p>Q8 What will happen when they get to the house? A: His mum had said she didn't want to go back so I think she'll be very quiet when she gets there and won't want to speak to anyone.</p>
<b>Authorial intent</b>	<p>Q9 The author says that Dylan's mum 'shut the door' on their life. Why is this effective? A: She's actually shutting the front door before they leave but also they're starting a new life and saying goodbye to the old one.</p>



# Sample year four content

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Perry Angel's Suitcase by Glenda Millard  
Reading comprehension

Chapter One – A Small and Shabby Suitcase - first two pages

**The question type (vocabulary, retrieval etc.) is for staff information.**

<b>Vocabulary</b>	Q1 Perry's case was embossed with golden letters, does embossed mean the same as printed? A:No, embossed is when a material is stamped with a shape or pattern that makes indentations in the material.
<b>Retrieval</b>	Q2 How did Perry arrive? A:On the ten thirty express.  Q3 How many goslings were there? A:There isn't a definite number given but there must have been a few because it is described as a gaggle.
<b>Summary</b>	Q4 Explain what the reader learns about Layla.  A:Her best friend is Griffin, she lives on a farm and loves being outdoors, playing with animals, climbing trees and catching fish.
<b>Inference</b>	Q5 What was incongruous about Perry's suitcase? A:It was small and shabby but had been embossed with five golden letters.  Q6 Does Layla usually get her own way? How do you know? A:Yes, she can't imagine anything happening but her being allowed to take Perry under her wing and teach him how to do the activities she loves.
<b>Prediction</b>	Q7 What are yabbies?  A:They must be fish – Layla catches them in the dam.
<b>Authorial intent</b>	Q8 The author makes Layla's life sound incredible, how does she do this? A:She mentions all the amazing things Layla does which she plans to teach Perry how to do.

Perry Angel's Suitcase by Glenda Millard  
Reading comprehension

Chapter One – A Small and Shabby Suitcase - first two pages

Q1 Perry's case was embossed with golden letters, does embossed mean the same as printed?

---

---

Q2 How did Perry arrive?

---

Q3 How many goslings were there?

---

---

Q4 Explain what the reader learns about Layla.

---

---

---

Q5 What was incongruous about Perry's suitcase?

---

---

Q6 Does Layla usually get her own way? How do you know?

---

---

---

	<p>Q7 What are yabbies?</p> <hr/> <hr/>
	<p>Q8 The author makes Layla's life sound incredible, how does she do this?</p> <hr/> <hr/> <hr/>

# Sample year five content

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Who Let The Gods Out? by Maz Evans

Reading comprehension-answers

Chapter Twenty Four - first two pages

**The question type (vocabulary, retrieval etc.) is for staff information.**

**Vocabulary**

Q1 Pegasus flew under cover of the helmet, **choose the phrases** below which mean the same as under cover.

Covered by

Hidden by

Under a cover

Made invisible by

Uncovered

A: Hidden by and made invisible by.

Q2 Pegasus was hovering steadily outside the window, what does the word steadily mean here?

A: Still or in the same place.

Q3 The Queen spoke calmly to her visitors, what does the word 'calmly' tell the reader about the Queen's emotions at that point?

A: She wasn't concerned about the situation or she had her emotions under control.

**Retrieval**

Q4 Label the following true or false.

Situation	True	False
Queen Elizabeth was in her garden.		x
The group knocked on the window.	x	
The Queen couldn't see them at first.	x	
The Queen was drinking coffee.		x

Q5 What was the Queen wearing when the group appeared?

A: A white gown, a purple sash and her crown.

	<p>Q6 What stopped the Queen seeing the group at first? A: Elliot was still wearing the invisibility helmet.</p>
<b>Summary</b>	<p>Q7 Explain how the Queen responded to seeing the group arrive outside the window. A:She was quite calm, asked who they all were and invited them in.</p>
<b>Inference</b>	<p>Q8 Would the maid have wanted to be seen? A:No, she was stealing, if she had been sign by anyone who worked in the palace she would have been fired.</p> <p>Q9 Why did Elliot nudge Virgo in the ribs? A: Because she made a clever comment and Elliot wanted to pay her back for it.</p> <p>Q10 Which action shows the Queen was completely in control of her emotions? A:When she calmly waved at the unexpected visitors.</p>
<b>Prediction</b>	<p>Q11 Would Queen Elizabeth II really slice a crumpet with the Sword of State? A: No, the Sword of State would only be used for very special occasions, not slicing crumpets.</p>
<b>Authorial intent</b>	<p>Q12 Which word best describes the Queen? Explain your answer.</p> <p>Concerned <input type="checkbox"/></p> <p>Calm <input type="checkbox"/></p> <p>A: Calm, she wasn't at all worried about the group arriving or the strange events that were happening.</p>

Who Let The Gods Out? by Maz Evans  
Reading comprehension

Chapter Twenty Four - first two pages

Q1 Pegasus flew under cover of the helmet, **choose the phrases** below which mean the same as under cover.

Covered by

Hidden by

Under a cover

Made invisible by

Uncovered

Q2 Pegasus was hovering steadily outside the window, what does the word steadily mean here?

---

Q3 The Queen spoke calmly to her visitors, what does the word 'calmly' tell the reader about the Queen's emotions at that point?

---

---

Q4 Label the following true or false.

Situation	True	False
Queen Elizabeth was in her garden.		
The group knocked on the window.		
The Queen couldn't see them at first.		
The Queen was drinking coffee.		



	<p>Q5 What was the Queen wearing when the group appeared?</p> <hr/> <p>Q6 What stopped the Queen seeing the group at first?</p> <hr/>
	<p>Q7 Explain how the Queen responded to seeing the group arrive outside the window.</p> <hr/> <hr/>
	<p>Q8 Would the maid have wanted to be seen?</p> <hr/> <hr/> <p>Q9 Why did Elliot nudge Virgo in the ribs?</p> <hr/> <hr/> <p>Q10 Which action shows the Queen was completely in control of her emotions?</p> <hr/>
	<p>Q11 Would Queen Elizabeth II really slice a crumpet with the Sword of State?</p> <hr/> <hr/>

Q12 Which word best describes the Queen? Explain your answer.

Concerned

Calm

---

---

---

---

# Sample year six content

For every book we resource, we use the same format. We only use the first two (or occasionally three) pages of each chapter. We do this for a few reasons:

- We believe comprehension should be comprehension, not a memory test.
- Reading two or three pages then answering questions is manageable for pupils in a single session.
- It is manageable for schools: whether you are copying pages from books or (increasingly) hosting content on your website/VLE, two pages is quick and easy.

The format of our reading comprehension resources is fixed across years one to six. We use a simple acronym (VRSIPA) (Vocabulary, Retrieval, Summary {Sequence at KS1}, Inference, Prediction and Authorial Intent) for the reading content domains. We recognise that the recently released DFE reading guidance has discouraged teaching to content domains and have removed references to them in the questions that pupils see. However, we strongly believe that teachers being aware of what question type(s) pupils are attempting is crucial. It allows teachers to better teach comprehension strategies and discuss how length of answers is linked to content domain.

Want to learn more about what we do, how we can support reading comprehension in your school or MAT, or just have a question? Get in touch and we'll be happy to chat with you.

Get in touch at [hello@readingonyourhead.com](mailto:hello@readingonyourhead.com)

See more at [www.readingonyourhead.com](http://www.readingonyourhead.com)



Windrush Child by Benjamin Zephaniah  
Reading comprehension - answers

Chapter Six - -first two pages

**The question type (vocabulary, retrieval etc.) is for staff information.**

<b>Vocabulary</b>	<p>Q1 The queue for the ship on the harbour was long and slow. What is a harbour? A: A place on the coast where ships can moor.</p> <p>Q2 The large white man snatched the book from mum. What does the word 'snatched' tell the reader about the white man's opinion of mum? A: He disliked or disapproved of mum.</p> <p>Q3 The large white man shooed the family onto the ship – does the word 'shooed' suggest he had had a quiet day so far? A:No, he must have been in a rush to shoo them onto the ship.</p>
<b>Retrieval</b>	<p>Q4 How long were the family in the queue for? A: The text doesn't state how long but does say it felt like hours.</p> <p>Q5 How was the queue organised? A: There was a desk at the edge of the harbour manned by a large white man. The queue waited in line to hand their documents to the man then were sent onto the ship.</p> <p>Q6 What did the people in the queue have to hand to the man at the desk? A: A book with people's details in. NB-don't accept the answer 'a book'</p>
<b>Summary</b>	<p>Q7 Summarise what you learned on these pages about how the Windrush was organised. A:People were asked to queue up to show their papers at the harbour. White men would check their papers then send them onto the waiting ship.</p>
<b>Inference</b>	<p>Q8 Why were people in the queue so quiet? A:It was a very important day for the people in the queue, they would have been nervous and avoided talking to save getting themselves into trouble.</p> <p>Q9 Why would people in the queue have ignored the woman who was talking out loud? A: They would have worried that she might speak to them or even get them in trouble and stop them getting them onto the ship.</p>

	<p>Q10 Was it surprising that the woman who was talking to Jesus wasn't removed from the queue?  NB-pupils should give a 'yes it was surprising' answer and explain their reasoning.  A: Yes, everyone else in the queue was silent and seemed nervous. The man letting people onto the ship was very stern, you would have expected him to have removed the woman from the queue.</p>
<b>Prediction</b>	<p>Q11 Would anyone ever be removed from the queue?  <i>NB-pupils may answer yes or no as long as they are able to justify their answer. This question will require some understanding of the Windrush to answer effectively.</i>  A: No, the British government wanted people from the Caribbean to move to Britain so would be unlikely to remove people from the queue.  Yes, even though the British government wanted people from the Caribbean to move to Britain, they would remove people from the queue who caused problems.</p>
<b>Authorial intent</b>	<p>Q12 How does the author make it easier to understand where the ship was going?  A: There is a large, serious looking white man in charge of the queue who seems to dislike the people in the queue. This makes it highly likely the ship was going to take people to Britain as part of the Windrush.</p>

Windrush Child by Benjamin Zephaniah

Reading comprehension

Chapter Six - -first two pages

Q1 The queue for the ship on the harbour was long and slow. What is a harbour?

---

Q2 The large white man snatched the book from mum. What does the word 'snatched' tell the reader about the white man's opinion of mum?

---

Q3 The large white man shooed the family onto the ship – does the word 'shooed' suggest he had had a quiet day so far?

---

Q4 How long were the family in the queue for?

---

Q5 How was the queue organised?

---

---

---

Q6 What did the people in the queue have to hand to the man at the desk?

---

Q7 Summarise what you learned on these pages about how the Windrush was organised.

---

---

Q8 Why were people in the queue so quiet?

---

---

Q9 Why would people in the queue have ignored the woman who was talking out loud?

---

---

Q10 Was it surprising that the woman who was talking to Jesus wasn't removed from the queue?

---

---

---

Q11 Would anyone ever be removed from the queue?

---

---

---

Q12 How does the author make it easier to understand where the ship was going?

---

---

---

---