

Reading On Your Head resources guide



Every book we resource includes:

Introductory slides:

Introduce the chapter to pupils, rehearse fluency skills, build knowledge of vocabulary used and questions that can be answered verbally or with written answers.

Who Let The Gods Out by Maz Evans Introducing chapter one



1. Listen to the first two pages of the chapter being read.
2. Listen again, noting any words or phrases you do not understand.
3. Clarify the meaning of the words you do not understand in your book.



Who Let The Gods Out by Maz Evans Introducing chapter one



1. Think carefully about how the pages were read to you. Make use of changes in **volume** and **intonation** as you read.
2. As a class, give yourselves two stars and two wishes for your performance.
3. Now, repeat reading the pages aloud.



Discuss Who Let The Gods Out by Maz Evans Introducing chapter one



1. Which word best describes Elliot? Reliable, responsible, troublesome or trustworthy?
2. What do you learn about the headmaster's hair?
3. Did Elliot enjoy spreading rumours about the headmaster?



Answer Who Let The Gods Out by Maz Evans Introducing chapter one



1. Troublesome
2. He has a floppy grey fringe.
3. He must do or he wouldn't keep spreading them.



Every book we resource includes:

Reciprocal reading guide:

Questions (with answers) that can be used to deepen understanding of the text and rehearse reading skills.

Questions are always organised by question type to help support teaching of different types of question.

Who Let The Gods Out? by Maz Evans Book talk - reciprocal reading conversation guide Chapter One - first two pages Content domains are for staff reference only and not to be shared with pupils.	
Vocabulary	Q1 Elliot's hair is 'shaggy', what does this mean? A: It is long and messy. Q2 Find one word which describes how Elliot's morning was until he arrived at school. A: Routine or normal. Q3 The headmaster was a 'bag of nerves', explain this phrase. A: He was nervous and jumpy all the time.
Retrieval	Q4 How long did it take from Elliot leaving the house to arrive in the headmaster's office? A: 35 minutes Q5 Did Elliot ask the head the question he wanted to? A: No Q6 What was the first theory mentioned about why the headmaster was nervous? A: That his wife had left him.
Summary	Q7 Sum up what you have learned about Elliot. A: He has a routine for the mornings, is often in trouble with the headmaster and has shaggy blonde hair.
Inference	Q8 What was unusual about how the head asked Elliot to refer to him? A: He asked him to call him by his first name, you wouldn't expect a head teacher to do that. Q9 Did Elliot trust the headmaster enough to tell him about his home life? A: No, he avoided speaking about it. Inference with evidence: Q10 Name two things that suggest Elliot spent a lot of time in the headmaster's office. A: The headmaster spoke to him as if he knew him and asked about his life at home, both of these things suggest he spoke to Elliot regularly.

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Every book we resource includes:

Reading comprehension:

Questions that help pupils to develop their reading comprehension ability.

Questions are always organised by question type to help support teaching of different types of question.

Who Let The Gods Out? by Maz Evans Reading comprehension Chapter One - first two pages Content domains are for staff reference only and not to be shared with pupils.	
Q1 Elliot's hair is 'shaggy', what does this mean? _____	Q8 What was unusual about how the head asked Elliot to refer to him? _____ _____
Q2 Find one word which describes how Elliot's morning was until he arrived at school. _____	Q9 Did Elliot trust the headmaster enough to tell him about his home life? _____
Q3 The headmaster was a 'bag of nerves', explain this phrase. _____	Q10 Name two things that suggest Elliot spent a lot of time in the headmaster's office. _____ _____
Q4 How long did it take from Elliot leaving the house to arrive in the headmaster's office? _____	Q11 Will Elliot continue getting in trouble with the headmaster? _____ _____
Q5 Did Elliot ask the head the question he wanted to? _____	Q12 How does the author effectively introduce the reader to Elliot and his life? _____ _____ _____ _____
Q6 What was the first theory mentioned about why the headmaster was nervous? _____	
Q7 Sum up what you have learned about Elliot. _____ _____	

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Every book we resource includes:

Reading activity

Standalone activities that ask pupils to use what they have read to inform their answers.

They extend pupil's understanding of what they have read and give them a chance to show how well they can use the text to support their work.



Reading Activity

Windrush Child by Benjamin Zephaniah chapter one



In the first two pages of chapter one, you learn a great deal about the history of Jamaica and how it is passed down from one generation to the next.

Explain what you have learned about the history of Jamaica from reading these pages.

Extension:

Pupils in Jamaican schools might get a very different impression of the country's history. Discuss why this is.



Why does question order matter?

At Reading On Your Head, we believe the order pupils tackle questions in is really important. We always group our questions by question type. This helps both pupils and teachers.

Teachers are able to focus their teaching on the skills pupils find more challenging.

Pupils are helped to understand how answers will be different for the different kinds of questions they will face. They always answer vocabulary and retrieval questions first as these are crucial skills which need constant rehearsal.

Recent changes to the reading curriculum mean that teaching of the content domains is not recommended. However, we still provide information on which content domain type a question is to aid teachers in identifying where pupils are more and less confident when answering reading questions.



*Every resource we create is
made by real life teachers!*

