dreambox
READING PLUS

Year 6

The Cave at Lascaux 1
Vocabulary 2a

SATs 2025

English reading

Content domain:	2a. Give/explain the meaning of words in context
Lesson duration:	Approximately 45 mins

Suggested teaching sequence

(*This can be adapted to suit the nature of the session and duration available)

Starter

Skim and scan (SKILL 1) (2-5 mins)

1 Choose 5 (or more) words that children may be unfamiliar with/may find tricky to read/may be unsure of the meaning:

Attaining	Accurate
Adjusted	Mammals
Bolder	

Children have a 1-2-minute time limit to find and circle them in the text.

Adaptations

Skim and scan task words can be adapted to suit different ability groups of children.

- E.g. 3-5 words ONLY in the first paragraph for LA/SEND.
- 3-5 words where the paragraph they are located in is indicated for LA/SEND.
- 5-7 words in the first 2 paragraphs for MA.
- 5-10 words from the whole text for HA.

Main Session

Read the text (5-10 mins)

2 Read the text with the children. Use reading windows or rulers to ensure children are tracking the text when they are not reading aloud.

Vary reading techniques throughout reading the text (see below). Choose 2-3 per session:

- Echo reading (my turn/your turn) - an effective way for the teacher to model intonation and prosody as well as supporting the reading of more difficult words
- Choral reading (all together)
- Group reading
- Paired reading - mixed ability
- Silent reading

Adaptations

Whole-class reading/intervention is designed to be inclusive. SEND and LA pupils have access to a challenging text and will be exposed to specific age-related content domain questions through these sessions. Regular phonics practice and decoding skills practice to support their fluency should be taught at a separate time.

Use of echo reading and adult support (the adult reading with/for them and supporting text tracking) will help pupils access this text at an adapted level even when they may not have the skills to read every word themselves.

Quick fire questions (verbal) (2-3 mins)

3 Test that the children have understood and accessed the text at the required level. The questions below are all based on the content domain of the lesson and do not appear in the independent task worksheet.

1. Find a word that means 'made' or 'produced' (second half of paragraph 1). **Created**

2. Find a word in paragraph 1 that means 'unidentified'. **Unknown**

3. Find a word in paragraph 1 that means 'reputations'. **Status**

Adaptations

Targeted questions for ability groups.

1 = LA/SEND
2 = MA/HA
3 = MA/HA

Further clues to narrow down where in the paragraph the answers are located can be given if needed.

Understanding the meaning of vocabulary and skills needed in order to successfully answer 'explain the meaning of' or 'find and copy' questions (SKILL 2) (2-5 mins)

4 Tell the children that all of the questions they will answer in this session are vocabulary-related questions where they are required to explain the meaning of words or show they understand what the word means by finding synonyms (words with a similar meaning).

Recap prior knowledge of vocabulary and the ability to explain or demonstrate what words mean:

- What is vocabulary? **Words that make up language.**

- What is a synonym? **A word that has a similar meaning to another word.**

- What is an antonym? **A word with the opposite meaning.**

Recap prior knowledge of techniques to answer 'find and copy' questions:

- If directed to a particular part of the text, be sure to only look for the answer in that section, sentence or paragraph.

- Look for a word (or phrase) that may be suitable. Pay careful attention to the instruction in the question. Is it **one word** you need to find, a **group of words** or a **phrase?**

- Reread the sentence and replace the word or phrase you have found with the one used in the question and see if it 'fits' and/or 'makes sense'.

Identifying keywords in the question (SKILL 3) and modelling the independent task (5-10 mins)

5 Model the technique of circling keywords in the QUESTION. Ensure the pupils know that the circled words should only be words that support them in answering the questions such as where to read and how many words to find and copy.

Look at the first question. Model applying this knowledge to question 3 and circle the keywords that would help focus their thoughts to answer the question successfully.

Adaptations

Adult support.

Mixed ability pairs.

The LA/SEND children could start their task here, if supported. This technique of identifying keywords in the question can be part of the guided session.

The adult can also identify the question type with them as they work through, which is the next part of the lesson (below).

3. Look at the third paragraph.

Find and **copy a phrase (group of words)** that shows the cave was empty.

- Where in the text should we look? **The second paragraph.**

- How many words are we looking for? **A group of words but not a sentence.**

- What will the answer be? **A few words that show that the cave was empty.**

Repeat for a multiple-choice question (e.g. question 1), if necessary. Model discounting options given. Pupils may find it useful to cross options they have discounted but must ensure that they indicate what they would like taken as their correct response with a tick.

Through the lesson, ensure children are applying these skills of identifying keywords in the question when answering every question.

Identifying the question type (3-5 mins)

6 Look at each question and name them (MA/HA sheet).

1 = Multiple choice – tick **one**	5 = Underline **one** word
2 = Find and copy **one** word	6 = Find and copy **one** word
3 = Find and copy a **phrase (group of words)**	7 = Multiple choice – tick **one**
4 = Multiple choice – tick **two**	8 = Explain the meaning

Independent task (15-20 mins)

7 Set the children off on their task.

There are 2 sets of question sheets:

- MA/HA task
- LA/SEND task

Adaptations

Tasks can be further adapted by assigning fewer questions to suit the children in the cohort.

Consider the children who can work independently, in pairs or mixed ability pairs.

Teacher/TA support.

Challenge for HA - write a question in the style of one they have answered for a partner/the whole class to answer.

Plenary (5 mins)

8 Ask children to name the 3 skills they have been practising in this session. (Identifying keywords in the question, skim and scan, understanding the term 'vocabulary', and techniques to successfully answer 'find and copy' questions.)

Ask the children to write or say the definition of 'vocabulary'. (Words that make up language.)

Ask the children to write down/say 2 types of questions they had to answer. (Find and copy, multiple choice, explain.)

Ask the children to write down/say a 'handy hint' for answering these types of questions.

If time, answer a challenge question as a class produced by a pupil.