



## Lesson 6

WALT: infer to retrieve information to justify an argument *so that we can begin to understand the reasons for characters' motives and actions. This can help us to understand and predict the plot of a story.*



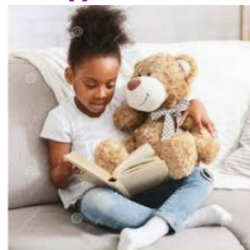
## Being a reader

When I am learning to read, I am decoding words in the text.

**p-l-ay-ing**

When I am learning to read, I practise reading with fluency, intonation and at an appropriate pace.

When I read, I am learning to take meaning from different texts.



Reading broadens my knowledge and widens my vocabulary, allowing me to link this to my previous and new learning.

I am learning to read because it allows me to make more sense of the world around me.

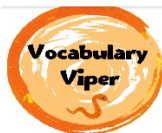


I am learning to read because it gives me the power to develop myself as an individual and as a part of society.



When I am reading, I am igniting my imagination.

When I am reading, I use a range of skills to understand the text



Link to prior learning:

When we retrieve information from a text using inference skills, we bring what we already know to our reading. This is the same skill we use when we are using what we already know to work out the meaning of new vocabulary.

Use of italics for word emphasis.

Today the use of italics will help us to consider tone of voice. This in turn, will help us to infer how a character is feeling.

**New Vocabulary Pp 8-10 - use context to confirm meaning**

**peering suspiciously** - looking without trust

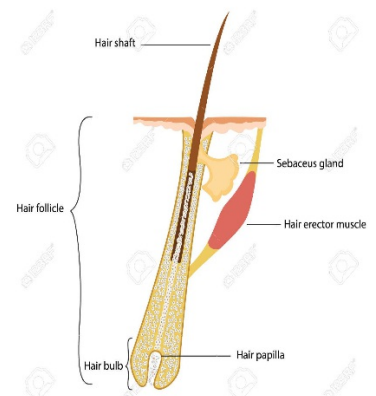
**appalling** - shocking, terrible, horrific

**pig-ignorant** - extremely stupid or uneducated

**berserk** - out of control

**Berwick upon Tweed**

**illiterate** - unable to read or write



**hair shafts, follicles, sebaceous glands**

**index-linked pension** - the money that you get after you retire

**Mrs Pankhurst** - famous for fighting for women's rights in the 1920s

**crowed** - gloating, saying something in triumph

**drab** - dull



In this section of the story, we are going to find out why Kitty attends the school she is at.

How have *italics* been used? How can tone of voice help us to infer?

people who get all nervous when the cereal packets are lifted off the breakfast table and there isn't anything to read any more.

There wasn't all that much to stare at, either. We all wear the same clothes, after all. Four hundred girls' coats – just a sea of navy blue. This is a girls' school, if you can believe it. And my mum sent me here. She got fed up with having a row every single morning about what I was going to wear and what I was going to put in my lunch-box, and another row every evening about all the tatty bits of paper I brought home.

'Has this been *marked?*' she'd ask, peering suspiciously at anything she found. 'Why hasn't he said anything about your appalling spelling?' And if I hid my work, what I got was this: 'What did you *do* all day? Not much, I bet. You know what your trouble is, don't you? You're being encouraged to grow up pig-ignorant.'

That's not very nice, is it? I had to put up with a lot of that. Then one day I came home from school and made the very serious mistake of telling Mum I needed shampoo for my Science homework.

She stared.

'What are you doing in Science?'

'Care of the hair.'

'*Care of the hair?*'

She went mad. You have never seen anything like it. She went *berserk*. Then she phoned up my dad in Berwick upon Tweed.

'Washing her hair lessons!' she screeched down

the phone. (I had to hold the extension away from my ear.)

'Don't be so silly, Rosie,' said my father. 'She must be doing hair shafts, and follicles, and sebaceous glands and the like.'

Mum put her hand over the phone, and bellowed at me:

'Are you doing hair shafts, and follicles, and sebaceous glands and the like?'

I put my hand over the extension, and bellowed back:

'No. Just greasy hair, and normal hair, and dry, permed and damaged.'

Then she went mad all over again. From the way she was yelling, she didn't even need the telephone. I should think everyone in Berwick upon Tweed could hear her without any trouble at all.

'The child is growing up pig-ignorant,' she told my dad. 'It's all tatty bits of paper, and sloppy projects, and "spelling doesn't matter". I'm going to find a proper school. Somewhere with real books and red ink and silence.'

'But Kitty's happy where she is,' said my dad. 'You might unsettle her.'

'Better unsettled than illiterate,' Mum snapped, and went on to talk about how a good education was an investment for life. You'd think, to hear her going on about it, that I was an index-linked pension or something.

Then Dad gave up his side of the battle.

'Maybe you're right,' he said. 'Last time she came

to stay with me I mentioned Mrs Pankhurst, and she thought I was talking about my cleaning lady.'

'Well, there you are!' crowed Mum. 'What can you expect? She does no History at all, unless you count that project on the Black Death that she does, year after year.'

And that seemed to settle the matter for both of them. Mum went out and looked at every school she could find, and picked the one with the most real books and red ink and silence.

The only trouble was, it was a girls' school.

'I can't go to a *girls'* school,' I howled.

'Why not?' she said. 'Call yourself a feminist? What's wrong with girls?'

So here I am. And I quite like it now I'm used to it. When you get bored with teachers droning on at you, it's better to have whole chapters of real books to read under the desk than tatty bits of paper. The silences aren't too crushing – you can always *whisper*. And sometimes you find something really nice and encouraging written at the bottom of your work in red ink. Mum's more contented, too, now I get up and put on the same drab miserable navy-blue jumble as everyone else every morning, and lunch-boxes are forbidden. And I've stopped noticing that there's no boys.

**Kitty's parents were not happy with her previous school.**

**Discuss.**

Use evidence from the text to justify your answer.

You will need to include:

- inferring from what has been said
- inferring from how it has been said
- retrieving evidence from the text



## **Support**

In the text, Mum says 'You're being encouraged to be pig-ignorant'. This tells me that ...

Mum thinks that a 'proper school' has ....., this tells me that ...

Illiterate means .... . When Mum says 'better unsettled tahn illiterate', this tells me that she ...