A GIFT FROM THE TUTOR TRUST:

FREE TEACHING RESOURCES



KEY STAGE 3

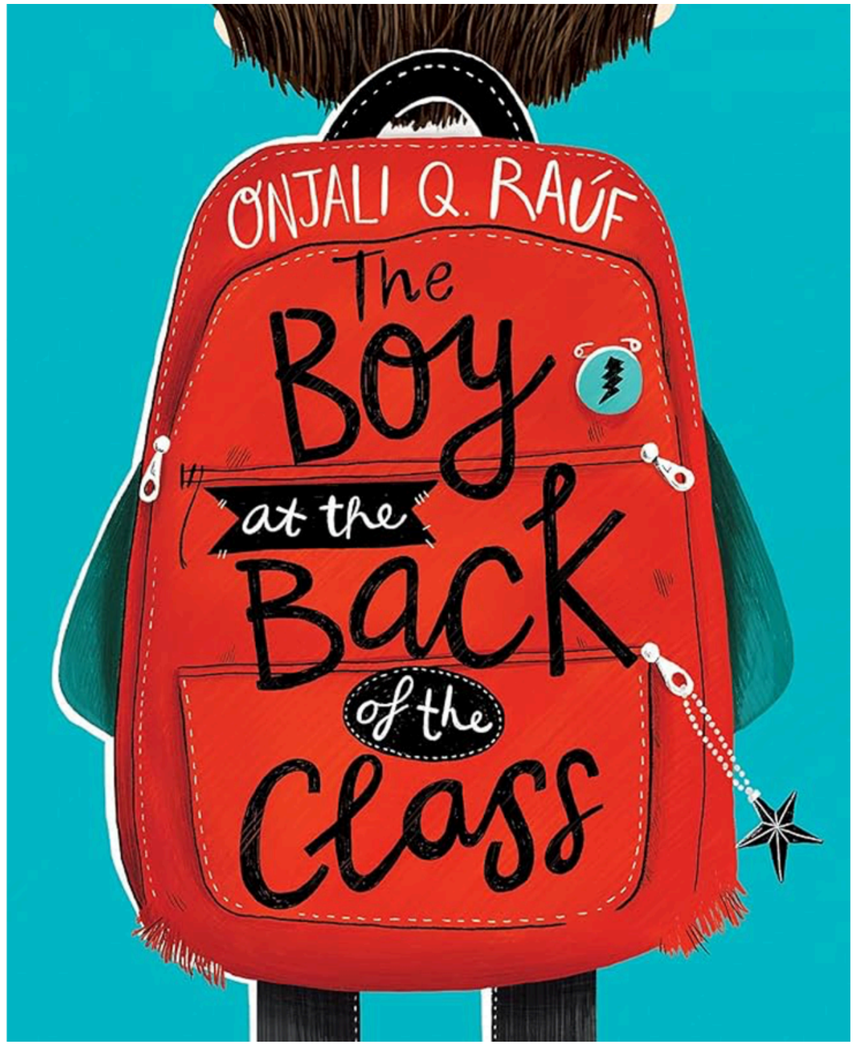
Reading Comprehension

We use resources like this in our tutoring sessions

READING LESSON 1

The Boy at the Back of the Class

https://www.google.co.uk/books/edition/The_Boy_At_the_Back_of_the_Class/YgFHDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover



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DIN TASK

If you had to run away from a war and leave your house and school behind forever, what three things would you take with you?

Why?



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STARTER

Have you ever met a refugee?

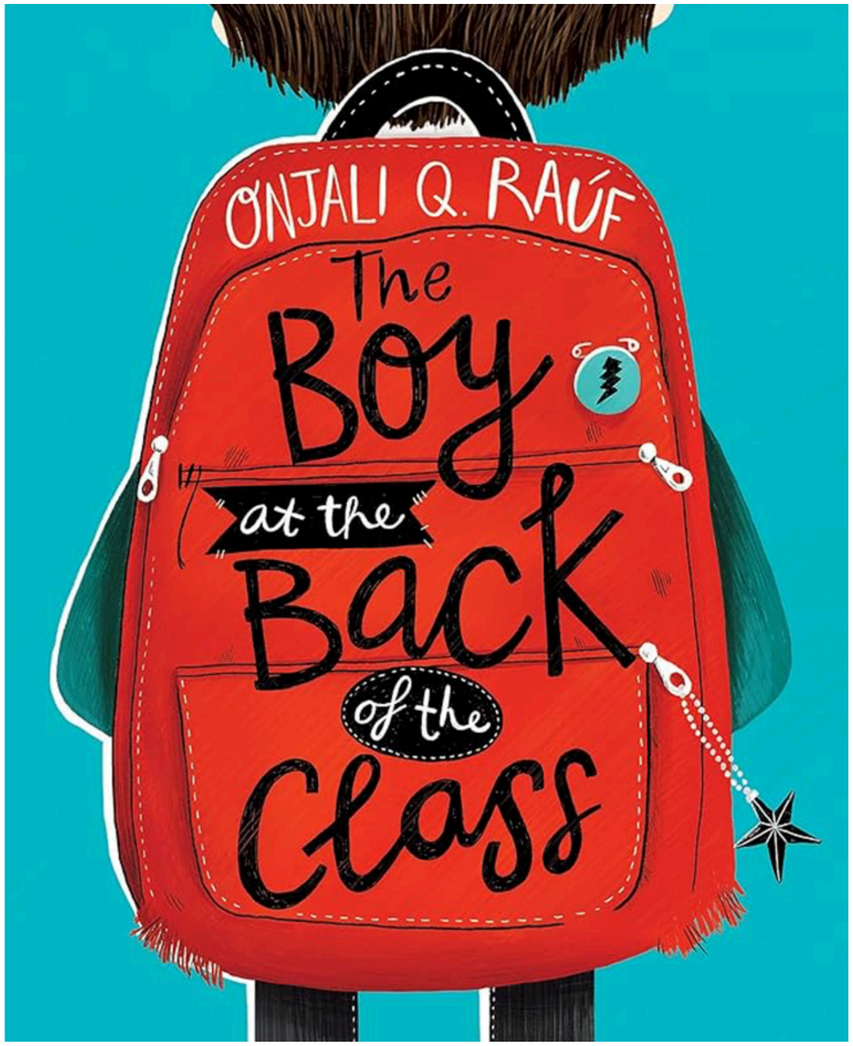
What do you know about refugees?

Vocab check: migration, immigration



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LO: to make inferences about characters





THE EMPTY CHAIR

There used to be an empty chair at the back of my classroom. It wasn't a special chair. It was just empty because there was no-one sitting in it. I never even thought about it, really. But then, one day just three weeks after school started, the most exciting thing that could ever happen to anyone, happened to me and my three best friends. And it all began with that chair.

Predictions

What do you think is going to happen in the story?

Why do you think the narrator calls it 'the most exciting thing that could ever happen to anyone'?

What is the most exciting thing that's happened to you at school?

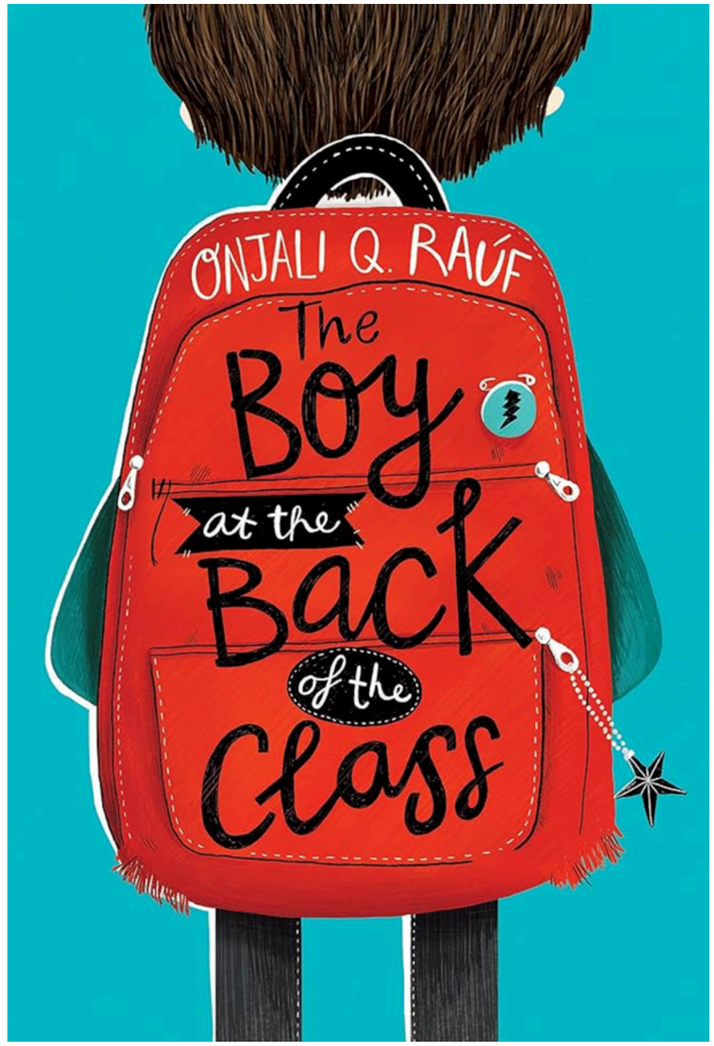
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READING

We're now going to read chapter one (pages 1-12) together.

As we read, I want you to focus on pausing for punctuation and using your voice to show emotion.

We'll take it in turns to read.

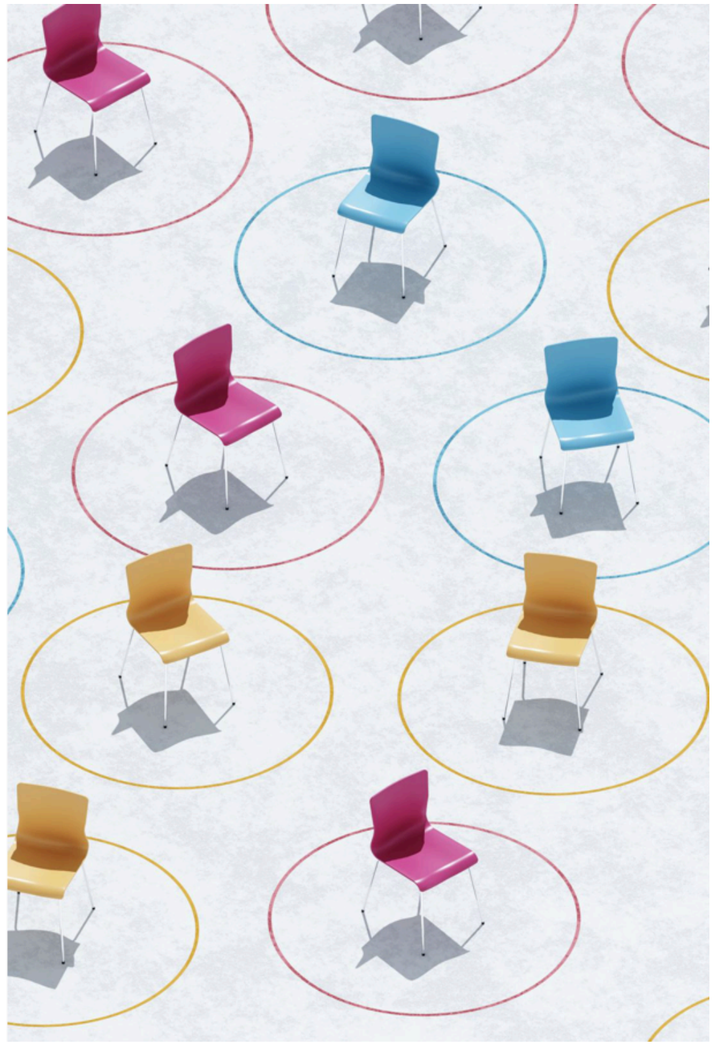


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QUICK FIRE QUESTIONS

1) Where does chapter one take place?
2) Who are the narrator's friends?
3) What is the teacher called?
4) What is the new boy called?
5) Who brought him to the classroom?
6) Why is the chair empty?

Scan the text for key words to answer the questions.



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INFERENCE

What does it mean to infer something?

Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines."

Using these clues to give you a deeper understanding of your reading is called inferring.



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INFERENCE

Look for clues in the picture and answer the questions:

- How is the girl feeling? How do you know?
- Who is the man?
- How is the man feeling? Why do you think that?
- Where are they?
- What has happened?

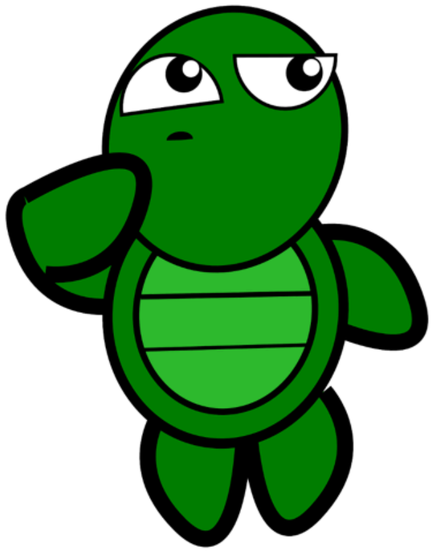
- What can you **infer** about these two characters?



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INFERENCE

In stories, we make inferences all the time.



You can infer what a character is like by looking at 3 things:

- What the character **says.**
- What the character **does**.
- What other characters **say about them**.

Let's have a look at some quotes about a character on the next page. What can you infer about them?

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INFERENCE FORMULA

What's said in text



+

What we already know



=

Educated guess: inference



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INFERENCE FORMULA







A man ran after a retreating bus, waving his briefcase frantically.



Inference:

What specific parts of the sentence helped you infer?

What previous knowledge did you use to make this inference?

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What can you infer about Miss Trunchbull?

When she marched - Miss Trunchbull never walked, she always marched like a stormtrooper with long strides and arms aswinging - when she marched along a corridor you could actually hear her snorting as she went and if a group of children happened to be in her path, she ploughed on through them like a tank, with small people bouncing off her to the left and right.

"I'm right and you're wrong, I'm big and you're small, and there's nothing you can do about it."

Highlight the key words/ phrases

"…I became so completely cowed and dominated by this monster of an aunt that when she gave me an order, no matter what it was, I obeyed it instantly. That can happen, you know. And by the time I was ten, I had become her slave. I did all the housework. I made her bed. I washed and ironed for her. I did all the cooking. I learned how to do everything."

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I don't like maths. Simple maths is fine, but this year we're learning about long division and square numbers and all sorts of things that my brain doesn't like doing. Sometimes I ask for help, but it's embarrassing putting your hand up too many times to ask the same question. I'm lucky because Tom and Josie and Michael always help me with the things I get stuck with. They're my best friends and we do everything together.

What can you infer about the narrator from this paragraph?

Highlight the key words/phrases.

Tom's got short spiky hair and a side-smile and a big Adam's apple that looks like a ping-pong ball got stuck in his throat. He's the smallest in our group but he's also the funniest. He only joined our class last year after his parents moved here from America, but we became friends instantly. He has three older brothers who all tease and bully him. Not seriously – only for a joke. But I think they steal his food too which is why he's so skinny and always super-hungry. I once saw him eat a whole pizza with extra toppings and a double cheeseburger for lunch and still not be full up! So I hide my snacks and chocolate bars from him when I can.

What can you infer about Tom from this paragraph?

Highlight the key words/phrases.

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Josie has large, brown eyes and at least a million freckles across her face. She's tall and gangly and is always chewing on her hair. She's the fastest girl in our year and can kick a football past any goalie from the other side of the pitch. She's the coolest person I know, and I've known her since we were three. Our mums say we became instant friends the first day we started nursery, so they decided to become friends too. I don't really remember much about myself at that age, but Josie is in all my school memories. We even got our first detention together last year – all because of a hamster called Herbert.

Josie had heard one of the upper school bullies say he that was going to flush our class hamster, Herbert, down the toilet at home time. Josie told me, and we decided to go on a Hamster Rescue Mission. We hid Herbert in my rucksack before home time and took him straight to my house. But of course, Mum found out and made me take him back the very next day. I tried to explain to boring Mr Thompson what had happened, but he wouldn't listen and gave me detention. And even though she didn't have to, Josie stood up and said she had helped to steal Herbert too – just so we could do detention together. You know a friend's a Best Friend when they're willing to sit in detention with you.

What can you infer about Josie from these paragraphs?

Highlight the key words/phrases.

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Michael has the neatest, puffiest afro out of all the boys in our year. Most people think he's weird. But not us. His glasses are always broken, and his shoelaces are never done right, so he's always tripping up or bumping into things when he walks. But we're all so used to it now that we never notice. He's mostly quiet but when he does say something, grown-ups usually look impressed and say that it's 'ingenious' or 'insightful' or use other strange words beginning with 'in'. I don't know what they mean, but I guess they mean he's clever. Grown-ups always like coming up with long words for simple things.

Michael gets made fun of a lot because he can't run fast or kick a ball in a straight line, but he doesn't care. I wouldn't care either if I was as rich as him. His dad is a professor and his mum is a lawyer, and because they're always busy, they buy him all the latest gadgets and books and the coolest new games. When we went to his house last year for his birthday party, we saw his room for the first time. It looked like the inside of a toy store. I think it must be easier not to care about what people think when you've got that many toys in your life.

What can you infer about Michael from these paragraphs?

Highlight the key words/phrases.

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I think it must be one of the worst things in the world to be new to a place and have to sit with people you don't know. Especially people that stare and scowl at you like Clarissa was doing. I made a secret promise to myself right there and then that I would be friends with the new boy. I happened to have some lemon sherbets in my bag that morning and I thought I would try and give him one at break-time. And I would ask Josie and Tom and Michael if they would be his friends too.

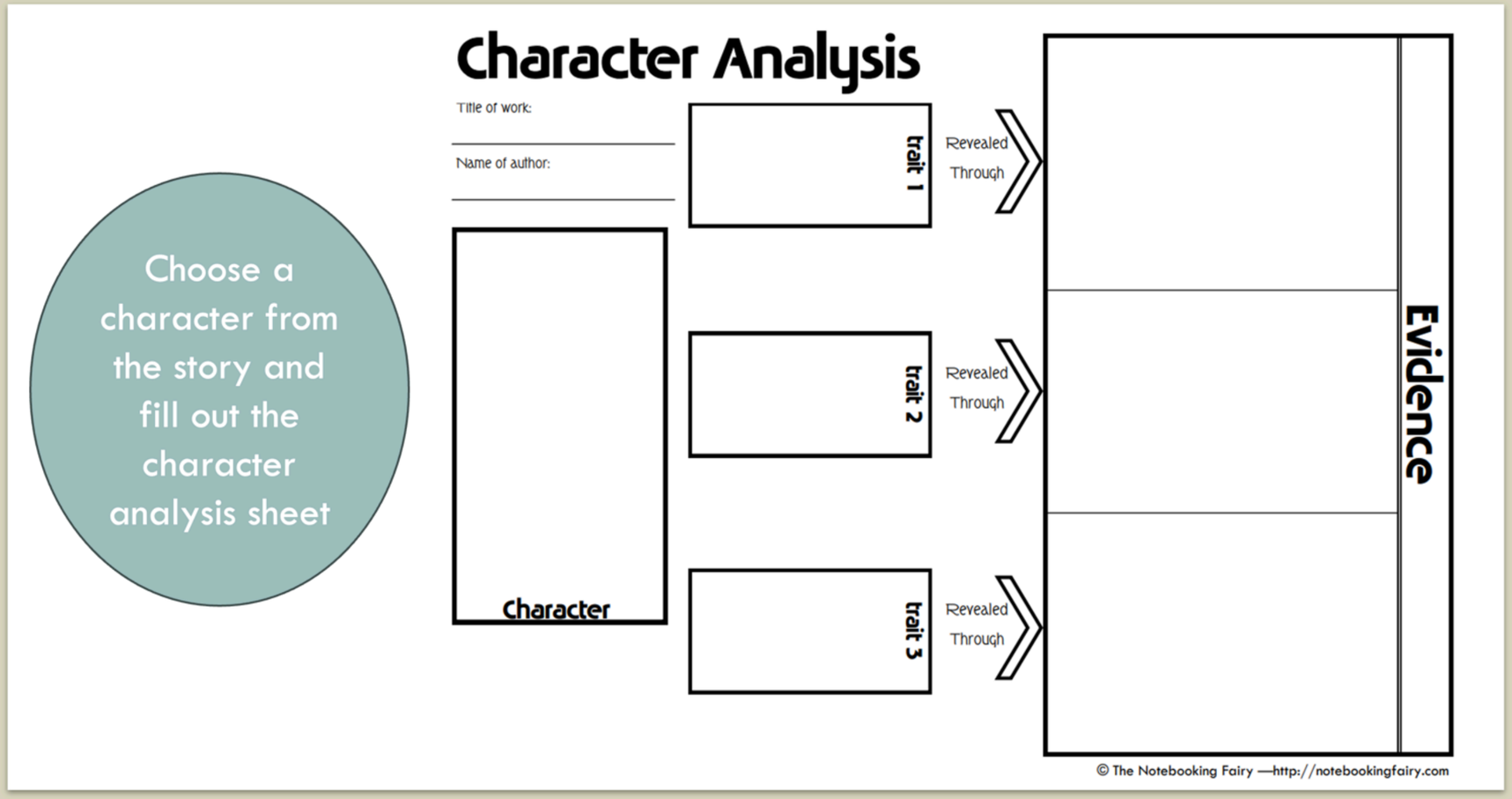
After all, having four new friends would be much better than having none. Especially for a boy who looked as scared and as sad as the one now sitting at the back of our class.

What can you infer about the narrator from these paragraphs?

Highlight the key words/phrases.

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Choose a character from the story and fill out the character analysis sheet

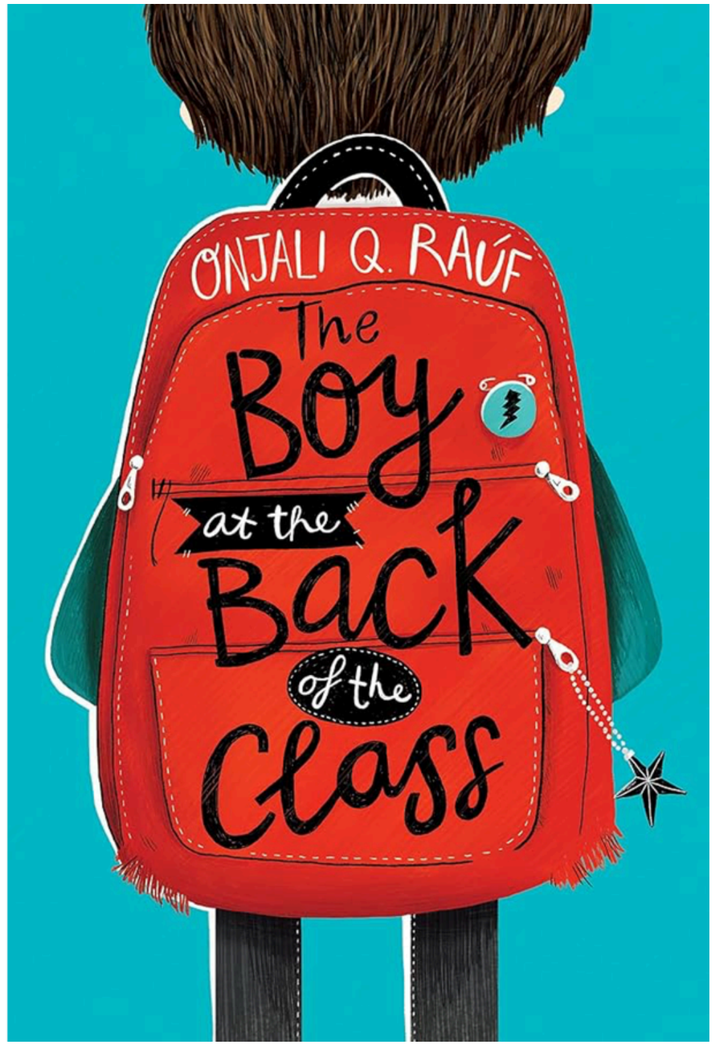


PLENARY

What is inference?

On post-it notes, write down your top tips for making inferences when reading.





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Transforming lives through tutoring, since 2011

The Tutor Trust
Registered charity: 1144043

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We’re an award-winning, proudly Northern charity dedicated to reducing the attainment gap by providing tutoring to children from disadvantaged backgrounds

Small group tutoring for pupils in Y2 to Y13

PRIMARY

- READING
- MATHS

SECONDARY

- ENGLISH
- MATHS
- GCSE RE-SITS

TUTORING PLUS Programme:

for pupils who would benefit from *1 : 1* support the most

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WHY PARTNER WITH US?

Our tutors are trained by qualified teachers

97%

of schools/colleges recommend us

9/10

of educational partners said our tutoring was helpful

87%

of pupils said our tutoring helped them make progress

2024/25 Impact Report

OUR 15-HOUR PROGRAMME STEP-BY-STEP

REGISTER

We'll be in touch within just 1 working day

MEET US - ONLINE

We'll:

- Answer questions & explain programmes that best suit you!
- Provide resources for prospective tutees
- confirm costs

CHOOSE PUPILS FOR TUITION

- Share your chosen pupil cohort
- Share your preferred timings

MEET YOUR TUTORS

We'll set up a meeting so we are aware of focus areas to ensure pupils recieve specialised support

MONITORING PROGRESS

To measure impact, optional pupil survey & introduce you to our partner data portal: *Insight* - offering access to real-time feedback

WE PROVIDE ONGOING SUPPORT



Your programmes' dedicated coordinator is only a phone call away

Our Quality Team of former teachers support tutors throughout

3-WEEK REVIEW MEETING

Impact review meeting to discuss progress & if you'd like to contInue with us

15-WEEK REVIEW MEETING

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WE PRIORTISE PUPILS, NOT PROFIT

Our tution is heavily subsidised by philanthropic funding so we can suppport the pupils who need it most

BREAKDOWN BASED ON 1:4 TUTORING:

£7.50

per student per hour

£112.50

per student
for a full *15 hr* programme

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VISIT THE TUTOR TRUST WEBSITE FOR MORE INFORMATION

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