

Title: *A Beautiful Lie* by Irfan Master – a parallel reading sequence

The following Reading Comprehension Sequence is intended for use alongside the Writing Planning Sequence for *A Beautiful Lie*.

Reading sessions are demarcated by use of letters and references to the writing sequence mean that you should easily be able to see where each reading session fits in. Some of the reading sessions can happen on the same day as the writing session either before or after as indicated. Where signposted, other sessions will occur on a day on their own perhaps as an extended reading or writing session. This is for ease of usage.

Four and a half school weeks are needed for this if you are teaching sessions 14 and 15 (epilogue and publishing) but it could be done in exactly 4 lots of 5 days if not to include these 2 sessions.

Year 5/6 National Curriculum Comprehension coverage

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- **continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- reading books that are structured in different ways and reading for a range of purposes
- **increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**
- recommending books that they have read to their peers, giving reasons for their choices
- **identifying and discussing themes and conventions in and across a wide range of writing**
- **making comparisons within and across books**
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- **checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- **asking questions to improve their understanding**
- **drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
- **predicting what might happen from details stated and implied**
- **summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas**
- **identifying how language, structure and presentation contribute to meaning**
- **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- **participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously**
- **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**
- **provide reasoned justifications for their views.**

Teach planning sequence (PS) session 1 as planned

DAY 1

Reading Session A

NC Objective: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Following PS session 1 (and on the same day) read chapters 1 and 2 as indicated in the plenary:

Read chapter 1 out-loud (this is a good way for everyone to 'hear' the author's voice and settle into a novel.) Ask children to jot down unknown vocabulary on post-its as you read.

Setting/context specific vocab that may need defining:

daal, betel, the elders, lassi, bhai

Top of p11:

What do the children think the word *buckle* means in the sentence *I felt my knees buckle* (bottom of page 9)?

Now read chapter 2 either out-loud or children reading independently. Look back at page 13 and the sentence in paragraph 2:

Sometimes it was a bit much, having to live with so much knowledge.

What does this mean? What does it tell us about Bilal, the main character?

Discuss what *partition* means and refer to the words and phrases in the chapter to help such as the verbs: *broken, split, shaped, cutting*

Show children the before and after maps at the back of the book to help visualise what this means.

Do we know what the lie is yet? Check children's understanding as it says that Bilal has decided to lie but the children need to infer what that lie is.

DAY 2

Reading Session B

NC Objective: making comparisons

Prior to PS session 2 (and on the same day), carry out the similarities/differences activity as in PS session 2 – this is today's reading activity. First, shared-read chapter 3.

Children will need photocopies of chapter 4 as they are to highlight as they read, information about school life for Bilal with a view to comparing it with school-life here, now.

Things that children might highlight from this chapter:

uniform, I collected my books and pens (implying that pupils supply their own materials), *shoulder to shoulder* (implying that the desks are in rows and that the room is small), *at least half couldn't read and most would never finish school* (implies different laws for education), *children recite, blackboard, pebble through window and Bilal sneaks out* (implies different security measures), seems to be only boys at school.

Some similarities and differences may be implied/ could be inferred.

A great way of comparing and contrasting could be to use a Venn diagram.

If liked, the children could then create a paragraph that summarises the similarities and differences

NC Objective: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Teach PS session 2 as planned on the same day as Reading Session B (note error that it should say read chapters 3 and 4)

DAY 3

Reading Session C

NC Objective: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Following PS session 2, read chapter 5

Use the first part of the whole class session in session 3 for this reading session focusing on the author's use of italics. Note that the example in the 'whole class' session derives from page 18, which is in chapter 2.

Examples in chapter 4 are:

Well, what about its beautiful present and future?

Examples in chapter 5 are:

And now Bapuji is dying, who will teach me what I need to know?

Will I even be here to organise the market?

Teach PS session 3 as planned on the same day as Reading Session C

DAY 4

Reading Session D

NC Objective: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Prior to PS session 4 (and on the same day) read chapters 6 and 7:

With the idea of cohesion in mind, ask the children to read these two chapters in pairs and, on post it notes, write down sentence openers. One of each pair may want to record on one colour of post- it the sentence openers that have -ing (the progressive form of a verb) in them and the other child in each pair could record examples of adverbial phrases. Make clear to the children that they are exploring the author's use of different grammatical structures and varying sentence types to examine the effect and to gather ideas for their own writing to create cohesion. OR simply do as a Grammar Splat as suggested in the Whole Class part of PS session 4.

Examples of -ing openers	Examples of adverbial openers
Leaving	One evening
Hesitating	From up on the rooftop,
Laughing	Eyes widening,

Pull together in a grid for the working wall.

Teach PS session 4 as planned on the same day as Reading Session D

DAY 5

Reading Session E – around 45 minutes to an hour needed for this, hence why there's no writing session today

NC Objective: continuing to read and discuss an increasingly wide range of fiction; participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; explain and discuss their understanding of what they have read; provide reasoned justifications for their views.

This extended reading session is based on chapters 8,9 and 10. First, the children are to read these independently (chapter 10 is very short).

Then provide mixed attainment groups the following questions on cards, one question per card. The reason for having questions on cards is so that the groups can decide which order to work in but they could also decide to share questions out so that pairs take responsibility for creating a response for one allocated question and then feed-back to their group. Groups are to work together to read then discuss each question. One children per group is to scribe the group's response and a copy of this can be made to be pasted into reading journals/literacy books:

Read the paragraph starting, *It was a balmy night...* on page 48. Why did the author include these details about daily life?

In chapter 8 on pages 48 and 49, what evidence is there that supports the statement, **Bilal is taking on the role of a parent and Bapuji, that of a child?**

In the sentence at the bottom of page 50, what contrast is presented:
Grimacing in pain yet with a look of pure pleasure on his face, this is the story he told.
What does this tell us about Bapuji as a character?

In chapter 9, what evidence is there that Bilal and his brother do not have a very good relationship?

All of these words could be used to describe Chota. Which words do you feel best describes his actions (p61)?

- a) courageous
- b) loyal
- c) selfless

Choose one and explain your choice.

DAY 6

Reading Session F combined with PS session 5

NC Objective: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Teach as an extended reading and writing session - includes the reading of chapter 11 – The Visit of the Prince and sees the children completing a Role on the Wall for the prince.

Examples of responses children may retrieve/make:

The prince feels at ease; he feels important but perhaps isn't arrogant

The boys perceive the prince as being well-spoken; clean; a good listener

Then go on to complete the rest of this session (session 5) as planned.

DAY 7

Reading Session G combined with PS session 6

NC Objective: explain and discuss their understanding of what they have read; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

As with Day 7, teach as an extended reading and writing session, which is to include the reading of chapter 12, *The Three Holies*.

Read out-loud, stopping at the bottom of page 70 having just read, *Despite their differences*.

What differences might there be between Reverend James, Pandit Gohil and Imam Ali? Read on to establish that these men are of three different faiths but are good friends.

What trick do the boys deploy to keep the Three Holies away from Bapuji?

What do you think is the significance of the final sentence of this chapter, *'I don't know whether to laugh or cry,' I replied*.

DAY 8

Reading Session H

NC Objective: asking questions to improve their understanding

Ask children to read chapter 13 and as they do so, pose questions about the events in this chapter using Talk to the Hand. Provide the children both hands so that they have the modal verb question stems as well as the standard 'wh' stems.

Examples of questions children might pose,

How did Bilal feel when he told the prince what his plan was?

Could the Bilal end up helping the prince just as the prince has helped Bilal by listening?

Why does Bilal decide he can trust the prince?

Should the prince keep Bilal's secret?

Teach PS session 7 as planned on the same day as Reading Session H

DAY 9

Reading Session I combined with PS session 8, which is, essentially, a reading session

NC Objective: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Deliver whole class part of PS session 8 as a reading session – the discussion points are already planned for you in the sequence and are based on the reading of chapters 15 and 16.

And then the Independent Work involves children working in groups to make a detail exploration of an extract from p109 *Both mobs had kicked up a lot of dust...as we turned away and ran*. Here, children are to text-mark using the questions as in PS session 8.

DAY 10

Reading session J

NC Objective: identifying how language, structure and presentation contribute to meaning

Children to read chapter 17/shared-read the chapter out-loud.

Discuss the following questions:

What did Bilal mistake the word 'fate' to mean? (p112 – 113) Why do you think the author included this information in this chapter?

On page 116, Bilal asks, *What must she think of me?* in relation to his mother. What do you think she would think of Bilal? Why?

Using thesauri (and this could help provide the children with some brilliant vocabulary for their own extended pieces of writing), arrange the following synonyms on a **Shades of Meaning** colour- strip, showing what the children feel is the word's strongest synonym in the darkest section of the paint chart:

curious (taken from *curiosity*, which appears in the text) and synonyms for: *interested*, *inquisitive*, *quizzical*, *interrogative*

DAY 11

Teach Additional Literacy Session as planned in the sequence (this falls between PS sessions 8 and 9 and includes the reading of chapter 18)

DAY 12

Reading sessions K i) and ii)

There are two reading sessions today/ extended reading session and no writing session

K i)

NC Objective: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; identifying how language, structure and presentation contribute to meaning

This session focuses on chapters 19, 20 and 21:

Bookmarking

Provide mixed attainment pairs of children with the following examples of imagery from the text, printed onto card and chopped so that there is one example of imagery per strip of card – these are going to be used as bookmarks. As the children read, they are to place each bookmark in between the pages where each example of imagery can be found:

<i>a monsoon doesn't discriminate</i>
<i>the heart of that great tree...arms jutting towards the sky.</i>
<i>sniff out a liar</i>
<i>Rocking in the rhythm</i>
<i>sky pulsed blue and white</i>
<i>like a sponge</i>

Pause for whole-class discussion around the types of imagery that has been used and, using a grid with the headings: **personification**, **simile**, **metaphor**, **alliteration**, **other**, start to sort examples of imagery/figurative language from the text (you may not have something for each heading at this stage but some of the examples are ambiguous in terms of what type of figurative device they use so you may want to have a 'not sure'/'other' column. Discuss the effect that the use of these devices have on the reader.

K ii) Chapters 22, 23 and 24

NC Objective: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; identifying how language, structure and presentation contribute to meaning

Continue from session K i) exploring the author's use of figurative language. However, this time, provide the children with blank book-marks on which to write words and phrases that they find that demonstrate use of figurative language.

Share findings and add to the grid started in session K i)

Examples that the children might find and write onto bookmarks:

thunderclouds in his eyes (p141); the hours crawled by (p144); The moonlight had bathed everything... (p145); shadows jumped at every turn (p145); we locked eyes (p146); like little incisions made with a scalpel (p146); The smaller man swung the stick (p147); streaming with blood (p148); A thousand thoughts tried to break free from my head (p150); Desperation crept...(p150); limbs felt like lead (p155); The weight of my confession hit me squarely between my shoulders(p156)

DAY 13

Reading session K iii)

NC Objective: predicting what might happen from details stated and implied

Children to read chapters 25 and 26 the complete a know/think/evidence grid in terms of what they think might happen next. eg

What I know	What I think I know	What's the evidence
Bupaji is very ill	Bupaji might die soon	His head is described as a human skull rather than human head

DAY 14

Teach PS session 9 as planned to include the reading of chapter 27 as part of the session

DAY 15

Reading session L

NC Objective: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Read chapters 28 and 29 out loud or as shared reading.

Ask the children the following questions as you come to each word or phrase:

Chapter 28

On p174, why do you think Saleem says, *Tell him, Bilal.* ? And why do you think that Bilal feels *Stung* and thinks, *Don't betray me!* ? What is betrayal? Why might Bilal have felt like this?

Why does Mr Mukherjee decide to help Bilal? (p175)

What does it mean when it says, *Feeling overcome...* (top of page 176)

What do you think Saleem might be hiding and why does Bilal decide not to probe for now? (p177-178)

Chapter 29

What is the significance of Bilal's thought: *This is everything I want but will never have.* ? (p181)

Now ask the children to read chapters 30 and 31 independently. Share out the following questions so that children can read with a question in mind – gives them 'think time' too:

Chapter 30 & Chapter 31

Why does Bilal think, *The last thing we need is trouble on our street.* ? (p185)

Why does Bilal panic when he realises his brother is being watched? (p185)

What do the last few sentences at the end of chapter 30 (p187) tell us about how Bilal feels about his brother? Read on into chapter 31 to find further evidence.

What is the effect of the simile at the top of page 192: *it felt like razors were cutting the insides of my stomach* ?

At the end of the chapter (p192) a reference to being burned is made. What other, figurative meaning, might Bilal's thought have?

DAY 16

Reading session M i) and ii)

NC Objective: identifying and discussing themes and conventions in and across a wide range of writing

There are two reading sessions today/ extended reading session and no writing session

M i) Chapters 32,33 and 34

Read out-loud these three chapters. Have on tables some cards that have the following themes on them: **loss, hope, despair, courage, terror, humour, honesty, irony, fury** (note that not all themes will be relevant – having more than is needed supports critical thinking; some events may have more than one associated theme)

As you read, children to hold up a card near them if they think there is evidence of that theme. Stop, share and discuss. Have some blank cards in case additional themes are identified.

eg on page 194, when Mr Singh refuses to print the paper that contains *lies*, the card with **despair** written on it could be held up and then at the end of this chapter, **hope**

M ii) Chapters 35 and 36

Continuing to look for themes, the children then complete a Zone of Relevance for themes.

DAY 17

Teach PS session 11

On same day, teach Reading session N

NC Objective: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Shared-read chapters 37 and 38.

Chapter 38 has a dramatic ending- we know that Saleem has a secret and we now know that Bilal never sees him again. Why? Predict.

Ask the children to reflect upon what the boys must have been feeling at this point. Set them the task of writing a diary entry reflecting upon events and choosing either Bilal, Manjeet or Saleem to write in role as.

DAY 18

Teach PS session 12

On same day, teach Reading session O

NC Objective: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Chapters 39, 40 and 41: in these chapters, the burden of Bilal's depth of feeling is revealed. Ask the children to gather on post-it notes evidence that supports the following idiom:
ignorance is bliss

After reading, discuss the fact that Bilal would rather he didn't know too much (refer to the idea of *premonition*) but also that he chose to keep Bapuji ignorant so that he would live out the rest of his days untroubled.

Also refer to page 13 and the sentence in paragraph 2 again (this was discussed in Session A):

Sometimes it was a bit much, having to live with so much knowledge.

Do the children think that telling this 'Beautiful Lie' was the right thing to do? Why? Why not?

DAY 19

Teach PS session 13

DAY 20+

Read Chapters 42-46 alongside the teaching of PS sessions 13-15 and the epilogue if the children aren't going to include one in their extended pieces (this comes in session 14 – which is optional)

Both sessions 14 and 15 could be optional but do make time to finish the book.