

Reading between the lines

Learn. Practise. Use the feedback.

A Year 8 sample about inference, trust and the details that reveal a character's feelings.

60 minutes + 15 minutes

Two 30-minute practice sessions, then a separate improvement task after feedback.

1 Complete the six-page lesson pack

The original pack follows this introduction. Its pages are numbered 1-6. Follow the suggested timings and choose the main, support or stretch route. Keep your first attempts and record any help.

2 Send the completed work

Enrolled families send clear photos or scans using the submission instructions in their welcome email. Your tutor reviews the work and sets a personal improvement priority.

3 Use the feedback: a further 15 minutes

After receiving feedback on this work, use the final sheet to understand your target, rewrite a selected response and explain what you will apply next time.

How the opening five minutes fit

The pack starts by revisiting earlier feedback or using its supplied fallback. Those five minutes are part of the 60-minute lesson. The final 15-minute sheet is completed after feedback on this week's work.

This public sample shows the paid programme's format. Downloading it does not include personal marking or feedback.

Week 02 Reading between the lines

Name _____ Week beginning _____

Two sessions of 30 minutes. Print single-sided or use an extra named sheet for work on the reverse. Work independently; record help on page 6. Use this pack and your feedback; leave AI and writing tools off.

Session A | First 5 minutes: act on your feedback

Read your last target. Improve one answer or sentence from last week, and put the new version on the reverse of this page. Write the target or “fallback” here:

If you have not received feedback yet, improve this sentence by replacing “nice” with a precise action: “Asha was nice to the new pupil.” Example: “Asha moved her books and offered the new pupil a seat.” Now write your own different version. Record “fallback” above.

Next 7 minutes: read the text, then reread any puzzling part. Paragraph or line numbers help you find evidence. If a word blocks meaning, check the short word list on page 3.

The Spare Key

Programme original text written for this course

- 1 When Sami held out the library key, Leila reached for it too quickly. She tucked both hands beneath the desk. “You can keep it if you like,” she said. Her eyes followed the brass key as he turned it over.
- 2 They had stayed behind to sort the returned books. Usually Mrs Price checked every shelf before she left, but today a message had called her to the office. She had asked them to lock the library and bring the key downstairs. “I can trust you two,” she had said. Leila had been thinking about the word “trust” ever since.
- 3 Last term, Leila had left a bag of borrowed sports equipment outside in the rain. Nobody mentioned it now. Nobody needed to. Whenever something important had to be carried, she found herself walking beside the person carrying it.
- 4 Sami placed the key on the desk between them. Leila checked the label twice. LIBRARY, it said, in Mrs Price’s square handwriting. “We should do the windows first,” she said. She moved from window to window, testing the catches. At the last one, she pulled so hard that the blind rattled.
- 5 “It is shut,” Sami said. Leila stepped back. “I know.” She straightened the pile of magazines, then straightened it again. Sami leaned against the desk. For a moment she thought he was waiting for her to make another mistake.
- 6 Instead, he picked up the key and laid it on her open notebook. “You check the shelves. I will check under the tables.” He made it sound like the most ordinary arrangement in the world. Leila looked up, but he was already kneeling beside a table.
- 7 When they reached the door, she turned the key once, pulled the handle, and put the key into her zipped pocket. “Ready?” Sami asked. Leila nodded. She did not test the handle again.

Read closely and explain

Session A continued | 12 minutes

1 What job has Mrs Price given Leila and Sami? Give two parts of it.

3 minutes

2 What suggests that Leila wants the key, despite what she says? Quote one detail and explain how it supports your inference.

5 minutes

3 At first Leila thinks Sami expects a mistake. Is this the only possible explanation for his waiting? Give a different interpretation supported by what he does next.

4 minutes

If you need a starting point

For question 2, use: "This may suggest ... because '...' shows ...". Replace a longer answer with two clear sentences. Record use of this support on page 6.

If you are ready for a harder choice

Replace question 3 with this comparison: is Sami expecting a mistake or trying to reassure Leila? Use two details to explain which reading is better supported. Keep the same four-minute limit.

Remember words and shape sentences

Session A continued | Final 6 minutes

Recall before checking for one minute

Without looking at Week 1, explain “retrieve”. Then change “hesitant” into an adverb.

Meet this week’s words for one minute

inference — an idea reached by connecting evidence with what you know

reluctant — unwilling or hesitant to do something

reassure — help someone feel less worried

Say each word quietly and connect it to the text. These are useful meanings in this lesson; words can have other meanings.

Notice a word family for one minute

reassure = re- + assure. Here the prefix suggests making someone sure again. Change reassure into the past tense.

Combine and check for three minutes

A comma alone cannot normally join two complete sentences. A full stop separates them; but can join contrasting ideas.

Repair this comma splice in two different ways: “Leila wanted the key, she hid her hands.” First use two sentences. Then join the ideas with but.

Read your version aloud quietly. Does each sentence express a complete thought? Can you explain how the joining word connects the ideas?

Stop after 30 minutes for Session A. Session B can be on a different day.

Study a model and make a plan

Session B | First 8 minutes: model and short independent try

Read the model for three minutes

Leila seems anxious about being trusted because she checks the label “twice”. Repeating the check suggests that getting the responsibility right matters to her.

The first sentence makes an inference and quotes a small detail. The second explains the connection. “Twice” matters because one check would probably be enough to read the label.

Cover the model and try for five minutes

Now explain what the last sentence, “She did not test the handle again”, suggests about Leila. Write two sentences using a short quotation. Cover the model before you write.

Plan your main task for four minutes

Write a scene in which someone wants a responsibility but tries to hide how much they want it. Let the reader infer their feelings from actions and dialogue. Use at least one correctly joined sentence with but.

What responsibility does your character want?

What do they say, and what action reveals a different feeling?

What changes by the end?

Choose one route for the same writing time. Support and stretch replace the main task; they are not extra work.

Support Use the same character and setting as the text, but begin the next day. Replace the open writing task with 70–100 words beginning “Leila saw the key on the desk.” Show two actions that reveal her feelings.

Stretch Replace the main prompt with a scene in which an action has two plausible explanations. Keep the same word range; make both interpretations possible without explaining them to the reader.

Write and make your meaning clear

Session B continued | 14 minutes

Write a scene in which someone wants a responsibility but tries to hide how much they want it. Let the reader infer their feelings from actions and dialogue. Use at least one correctly joined sentence with but.

Aim for about 100–140 words. This is a guide, not a race. If you chose support or stretch, use that prompt instead. You do not have to fill every line.

Use your plan. Cover the model on page 4 while you write. It is fine to use the word list, but make the ideas and wording your own.

Your chosen route ☐ Main ☐ Support ☐ Stretch

Finish and record your next step

Final 4 minutes

Underline one full sentence and check that it can stand on its own. Find the sentence joined with but. Read both sides: are the ideas connected clearly? Improve one action so that it reveals a feeling without naming it.

Cross out neatly and write changes above the line, or rewrite one sentence here. Keep the first version visible.

My progress record

Next step for the following week

A specific piece of evidence or a revision I can point to

Practice habits ☐ I used feedback ☐ I checked evidence ☐ I revised deliberately

Skill record: teacher completes this using work over time. Finishing a pack does not automatically change a skill status.

Skill	Teacher note or status
Understanding and evidence	
Interpretation	
Vocabulary	
Sentence control	
Composition	
Revision	

Introduced → Practising → Independent → Sustained. Sustained needs two independent demonstrations, on different texts for reading or different prompts for writing, at least two weeks apart. Your teacher confirms the evidence.

Questions and submission

Optional student or parent question for written feedback

Parent check after the pupil's hour: scan all completed pages, including any writing on the reverse, clearly in order. Handwriting is preferred; plain typed work is accepted. Record any help below, including reading support or assistive technology. Do not use AI, predictive text or rewriting tools; tell your tutor about an agreed access need.

Completed independently or help used _____ Parent initials _____ Date _____

Make your next attempt stronger

Complete this after receiving feedback on your Week 02 work. Keep the first version so that your changes are visible.

Name _____ Date _____

1 Understand your target | 2 minutes

Read your tutor's feedback. What is the one change you are being asked to make? Name the answer or part of your writing you will improve.

2 Rewrite the selected response | 9 minutes

Apply your target to the chosen answer, paragraph or short passage. Use the original text or your first draft where needed. Focus on a better explanation or a deliberate writing choice.

3 Explain the change and plan ahead | 4 minutes

What did you change, and how does it improve the response? Point to a specific detail.

Next time, I will...

Keep this with your pack and use it when your next task returns to the same skill.
