Rebecca Adlington is a swimmer who has represented Great Britain in many international competitions, including the Olympic Games. She specialises in freestyle which is a swimming event where the swimmer can choose their own style of stroke.

Childhood and Family
Rebecca was born on 17th February, 1989 in the town of Mansfield in the United Kingdom. She began swimming in local leagues from an early age. She has a sister called Laura who sadly suffered with an illness when she was young. Fortunately, her sister got better and Rebecca said that her sister’s illness made her more determined to succeed.

Swimming Career
Rebecca swam for Great Britain in the Olympics in 2008, winning two gold medals: the 400 metre freestyle and the 800 metre freestyle. She has won many more medals and awards since the 2008 Olympics and has competed in events around the world. In 2011, she became the freestyle world champion in the 800 metre race in Shanghai. She is the first swimmer representing Great Britain to achieve this.

Rebecca decided to retire from swimming in 2013 and soon after, she had a baby daughter called Summer. She has since appeared on different TV shows and has even presented some of the 2016 swimming competitions at the Olympics in Rio!
Rebecca Adlington – Follow-Up Work

What swimming event is Rebecca Adlington best known for? (C6)

_________________________________________________________________________________________________________

In what year did she win two gold medals for Great Britain? (C6)

_________________________________________________________________________________________________________

Find 3 facts from the ‘Childhood and Family’ paragraph. (C6)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Do you think Rebecca and her sister are close? Why/why not? (P5)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Why do you think Laura’s illness made Rebecca feel more determined to succeed? (P5)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
What did Rebecca achieve in 2011? (C6)
_________________________________________________________________________________________________________

Why was this a particularly special achievement? (C6)
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

What type of text is this and what is its purpose? (T4)
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Did Rebecca compete in the 2016 Olympics? (C6)
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Would you like to meet Rebecca? Why/why not? (R2)
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

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Rebecca Adlington – Y2m/Y3d/Y4e (White/Silver) – Follow-Up Work
Write the meaning of each of these words.

represented ______________________________________________________

international ___________________________________________________

specialises ______________________________________________________

freestyle _________________________________________________________

leagues _________________________________________________________

suffered _________________________________________________________

fortunately ______________________________________________________

determined _____________________________________________________

career __________________________________________________________

retire ___________________________________________________________

presenting _______________________________________________________
Which nine of your newly learned words fit into the spaces below? You have been given either the first letter or the final letter as a clue.

Write two sentences using the two remaining words from your newly learned vocab.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Suffixes

What is a suffix?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Match the words below to the correct suffix to make a new word.

fortunate ed
child ly
represent hood

Add the suffix ‘ing’ to the words below? Remember you need to make a change to these words first before you add ‘ing’ to the end.

include _____________________________
swim _____________________________
race _____________________________
What swimming event is Rebecca Adlington best known for? (C6) Freestyle

In what year did she win two gold medals for Great Britain? (C6) 2008

Find 3 facts from the ‘Childhood and Family’ paragraph. (C6) Any three facts from this paragraph, for example Rebecca was born on 17th February 1989, she was born in the town of Mansfield in the United Kingdom and she began swimming in local leagues from an early age.

Do you think Rebecca and her sister are close? Why/why not? (P5) Sensible answers using evidence from the text, for example, yes because her sister’s illness affected her and made her want to succeed. Yes because there is a picture of them together.

Why do you think Laura’s illness made Rebecca feel more determined to succeed? (P5) Sensible ideas, such as it gave her something to focus on. It made her want to do the best she could as she’d been fortunate to have good health etc.

What did Rebecca achieve in 2011? (C6) She became the freestyle world champion in the 800 metre race in Shanghai.

Why was this a particularly special achievement? (C6) She was the first person representing Great Britain to achieve this.

What type of text is this and what is its purpose? (T4) It is a biography and its purpose is to provide facts and information about Rebecca Adlington.

Did Rebecca compete in the 2016 Olympics? (C6) No – she presented some of the swimming events instead.

Would you like to meet Rebecca? Why/why not? (R2) Relevant opinion making reference to the text.
Write the meaning of each of these words.

represented – to act or perform on behalf of someone or something else

international – between different countries

specialises – focuses on/expert on a particular skill

freestyle – freedom of style or technique

leagues – groups of sports clubs which compete against each other

suffered – going through something bad and/or painful and unpleasant

fortunately – luckily or by good fortune

determined – firmly focused or decided on something

career – stages and progress made to improve job role etc.

retire – stop working

presenting – introducing and sharing something
Which nine of your newly learned words fit into the spaces below? You have been given either the first letter or the final letter as a clue.

Write two sentences using the two remaining words from your newly learned vocab. Remaining words: specialises and suffered

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Write two sentences using the two remaining words from your newly learned vocab. Remaining words: specialises and suffered

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Suffixes

What is a suffix?

A group of letters added to the end of a root word to create a new word with a different meaning.

Match the words below to the correct suffix to make a new word.

- fortunate ed
- child ly
- represent hood

Add the suffix ‘ing’ to the words below? Remember you need to make a change to these words first before you add ‘ing’ to the end.

- include including
- swim swimming
- race racing
Comprehension

Year 1/2
C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related

Year 3/4
C1 Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6 Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning

Year 5/6
C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2
P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions

Year 3/4
P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5 Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Year 5/6
P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2
L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear

Year 3/4
L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Year 5/6
L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors’ use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author’s choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Revised July 2016
Summarising

Year 1/2  S1  Discussing the significance of the title and events
Year 3/4  S2  Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6  S2/2c  Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2  T1/1b  Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
  T2/1b  Considering the particular characteristics of the above texts
Year 3/4  T3  Reading texts that are structured in different ways and reading for a range of purposes
  T4  Identifying themes and conventions in a wide range of texts
  T5  Recognising some different forms of poetry
Year 5/6  T2  Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
  T4  Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2  R1  Listening to and discussing a wide range of fiction and non-fiction texts
  R2  Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  R3  Discussing their favourite words and phrases
Year 3/4  R1  Listening to and discussing a wide range of fiction and non-fiction texts
  R2  Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
  R3  Discussing words and phrases that capture the reader’s interest and imagination
Year 5/6  R2  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
  R3  Discussing words and phrases that capture the reader’s interest and imagination
  R4  Recommending texts that they have read to their peers, giving reasons for their choices

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