Year 6 reading: The Last Bus

Read the passage or listen to someone read it. You can underline, say or write your answers.

Read the story

By the time Asha reached the stop, the rain had eased. The timetable said the last bus left at 4.35. It was 4.31, but the road was empty.

“It might have gone early,” said Sam.

Asha glanced at the empty road. Then she noticed a yellow notice clipped below the timetable. One corner had curled up in the rain. She flattened it against the glass.

Stop closed today. Catch the bus outside the library.

“Four minutes,” said Sam. He started towards the high street.

“This way.” Asha pointed down the alley beside the bakery. They used it on Saturdays when the market was busy. It brought them out right beside the library.

As they reached the library doors, the bus turned the corner. Sam held out his arm. Asha folded the paper timetable into her pocket. “Next time,” she said, “I’m reading the small print first.”

Find the evidence

1. Where did Asha and Sam need to catch the bus?

2. How could Asha tell they still had time to catch it? Give two details from the start.

3. What suggests Asha knew a quicker way? Explain how your clue supports your answer.

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Learning goal Pupils use details from a short narrative to explain an inference.

Run the activity

1. **3 minutes** Explain that a clue is a detail that helps the reader work something out. Show where 4.31 and 4.35 appear in the passage.
2. **6 minutes** Read aloud or offer paired or silent reading. Pause at the yellow notice and ask what the characters know now.
3. **8 minutes** Model finding evidence for question one. Let pupils answer questions two and three aloud, by pointing, by typing or on paper.
4. **3 minutes** Share one answer to question three. Ask which detail helped and how it supports the answer.

Answers and discussion

1. Outside the library. The notice names the temporary stop.
2. It was 4.31 and the timetable said the last bus left at 4.35. There were four minutes before the scheduled departure.
3. She pointed down the alley. They already used it when the high street was busy, and it brought them out beside the library. Accept another explanation supported by the passage.

Adjust the reading load

Read one paragraph at a time. Offer the sentence starter “I think this because the story says…”. Let pupils hear the text again and mark clues before answering. Check their explanation separately from spelling and handwriting.

Extension

Ask how the outcome might change if Asha had trusted the timetable alone. Invite pupils to point to the turning point in the story.