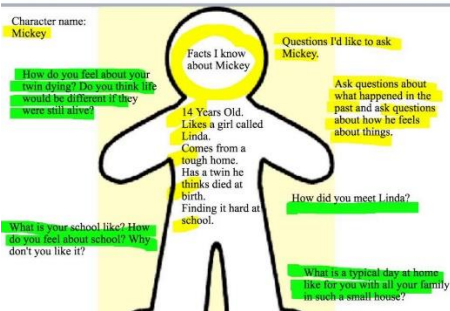





# Charlie and the Chocolate Factory

Autumn Term

Week	Day	NC Coverage	Knowledge and Skills	Activity Outline
<b>Autumn 1 - Chapters 1-17</b>				
Autumn 1 – Week 1	Day 1	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Show an understanding of what an author is.</li> <li>Show an understanding of what an illustrator is.</li> <li>Develop an understanding of the blurb on a text and how this can give an overview of the text.</li> <li>Show an understanding of how a text can be presented e.g. chapters.</li> <li>Apply their growing knowledge of the English language to read texts.</li> <li>Read exception words.</li> <li>To be able to name different themes within texts.</li> <li>Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words.</li> </ul>	<p>VIPERS Focus – Inference, Prediction and Vocabulary</p> <p>Introduce the new class text.</p> <ul style="list-style-type: none"> <li>Explore the front cover of the book; What do we think the book could be about from what we can infer from the cover?</li> <li>Who is the author?</li> <li>Who is the illustrator?</li> <li>Explore the blurb on the back of the book. – look at the meaning of the key words e.g. perilous check for understanding of these key words. Use picture sources to show and explain the meaning behind the vocabulary. Children are to have access to dictionaries to be encouraged to find the meaning behind words independently.</li> </ul> <p>How could this text be different to previous texts that we have explored? – link back to texts read in the previous year group.</p> <p>Explore the character page – illustrations of each character. Looking at each character what can we infer they may be like? E.g. Willy Wonka may be extravagant. Why do we think these ideas?</p> <p>Predict from the illustrations what may happen to each character in the book.</p> <p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul> <p>VIPERS can be interchangeable depending on best fit to the text.</p> <p>Begin the lesson by discussing what a setting is. Define setting together – e.g. “The time and place in which a story happens.” Read passages from the text that describe the Bucket family home – what adjectives can we pick out? Highlight</p>
	Day 2	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>		
	Day 3	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>		
	Day 4	<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>		
	Day 5	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from</li> </ul>		
Autumn 1 – Week 1	Day 1			

	Day 2	<ul style="list-style-type: none"> <li>their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<p>crucial vocabulary – e.g. crowded and discuss what this can mean. Give each small group a copy of the illustration of the Bucket family home – children are to work together to find adjectives/phrases from the text to describe the family home and label the illustration together.</p> <p>Children are to share their ideas, in small groups, to the rest of the. End the lesson with the question: “How does the Bucket family’s home setting affect your understanding of their characters?”</p>
	Day 3	<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>
	Day 4	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p>
	Day 5	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Skills:</li> <li>Develop positive attitudes to reading and understanding of what they have read.</li> <li>Be able to discuss a wide range of texts including non-fiction.</li> <li>To be able to retell stories orally.</li> <li>Use a dictionary to locate words they have with unfamiliar meanings –</li> </ul>	<p>VIPERS can be interchangeable depending on best fit to the text.</p>
Autumn 1 – Week 3	Day 1	<ul style="list-style-type: none"> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> <li>Skills:</li> <li>Develop positive attitudes to reading and understanding of what they have read.</li> <li>Be able to discuss a wide range of texts including non-fiction.</li> <li>To be able to retell stories orally.</li> <li>Use a dictionary to locate words they have with unfamiliar meanings –</li> </ul>	<p>Role on the wall – Charlie Bucket; Read an excerpt from Charlie and the Chocolate factory that focuses on Charlie Bucket – discuss throughout what information we can gather about Charlie from the text that we are reading. Demonstrate a role on the wall of Charlie Bucket – physical traits, thoughts and feelings. In smaller groups children are to create a role on the wall of Charlie Bucket – provide children with the person outline to start with.</p> 
	Day 2	<ul style="list-style-type: none"> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to locate words they have with unfamiliar meanings –</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p>
	Day 3			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> </ul>
	Day 4			

Autumn 1 – Week 5	Day 1			<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> </ul>	
Autumn 1 – Week 4	Day 2		<p>using the dictionary to find the answer.</p> <ul style="list-style-type: none"> <li>• Compare and contrast texts making links between current and previously read texts.</li> <li>• To be able to draw inference regarding feelings and thoughts.</li> <li>• To justify inferences using evidence from the text.</li> <li>• To be able to predict from details stated and implied.</li> <li>• To be able to use text to retrieve information.</li> <li>• To be able to explain based on text and own ideas.</li> <li>• To be able to summarise an extract of text – more than one paragraph.</li> <li>• Ask questions to improve their understanding of a text.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>	
	Day 3			<p>VIPERs can be interchangeable depending on best fit to the text.</p> <p>Sequence the events leading up to Charlie finding the ticket; Recap and summarise the events so far in the story that have led up to the discovery of the golden ticket. Work together to gather responses and write key points from the story onto the board. Introduce a simple timeline visually representing the beginning, middle and end of Charlie's journey to finding the golden ticket. Give children story sequencing cards to sort and place in the correct order.</p>	
	Day 4			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>	
	Day 5				
	Day 1				
Day 5			<ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>		

Autumn n   - Week	Day 1			<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p>Continue reading the text. Focusing on the VIPERS:</p>
Autumn 1 – Week 6	Day 5			<p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 4			<ul style="list-style-type: none"> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 3			<p>Explore imagery and similes used by the author to describe the chocolate factory. Ask The children - what do you think 'imagery' and 'similes' mean? Explain the meaning of these two writing features. Can we remember any descriptions that we have read so far in the story or previous stories (compare settings to those read in previous stories – discussing previous reading experiences). Re-read excerpts from the text and identify and analyse similes and imagery by stopping at key phrases from the text.</p> <p>Children will create their own description of an invented candy factory.</p> 
	Day 2			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 1			<ul style="list-style-type: none"> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 5			
	Day 4			
	Day 3			

	Day 2			<ul style="list-style-type: none"> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
Autumn 1 – Week 8	Day 1			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 2			
	Day 3			
	Day 4			
	Day 5			

### Non-Fiction Focus

Explore the text 'Chocolate Factories.' Children are to take part in reading the text as a whole class and exploring VIPERS comprehension questions. What are we able to discover from the text? How is this text different to a fiction text?

#### Chocolate Factories

Chocolate factories are fascinating places where delicious treats are made! From the moment cocoa beans arrive at the factory to the moment chocolate bars are packaged, there is a lot of exciting work going on behind the scenes.

##### The Journey of Cocoa Beans

Cocoa beans come from cocoa trees, which thrive in warm, tropical climates. Once harvested, the beans are fermented and dried before being shipped off to chocolate factories around the world. It can take several months for the beans to travel from the farms to the factories, but every step is essential for producing high-quality chocolate.

##### Processing the Beans

When the cocoa beans arrive at the factory, they undergo a transformation. First, the beans are roasted to bring out their rich flavour. After roasting, the beans are cracked open to reveal the nibs inside, which are ground into a thick paste called chocolate liquor. This liquor can then be separated into cocoa solids (used for dark chocolate) and cocoa butter (used for milk chocolate).

##### Crafting Delicious Chocolate

Next comes the fun part: crafting the chocolate! Many factories have skilled chocolatiers who mix the chocolate liquor with sugar and milk to create a delicious blend. Each recipe is carefully guarded, as it contributes to the unique taste of the chocolate bars. After mixing, the chocolate is poured into moulds and coated down to form the final product.



##### Packaging and Distribution



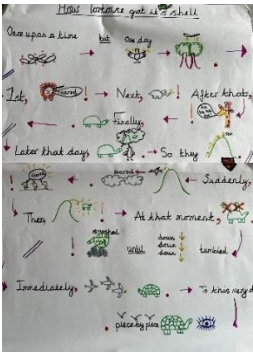
Once the chocolate has hardened, it is time for packaging. Factories use special machines to wrap each bar neatly and prepare them for shipping. The chocolate bars are then sent to shops and supermarkets, where they bring joy to chocolate lovers everywhere!



##### Fun Facts About Chocolate Factories

Did you know that some chocolate factories offer tours? Visitors can see how chocolate is made from start to finish and even sample some tasty treats. Additionally, some of the largest chocolate factories in the world can produce thousands of bars every day!

## Autumn 2 - Chapters 18-27

Week	Day	NC Coverage	Knowledge and Skills	Activity Outline
Autumn 2 – Week 1	Day 1	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Show an understanding of how a text can be presented e.g. chapters.</li> <li>Understand that different genres of text can be presented in different ways.</li> <li>Apply their growing knowledge of the English language to read texts.</li> <li>Read exception words.</li> <li>To be able to name different themes within texts.</li> </ul>	<p>Non-Fiction Text</p> <p>Explore the text 'The History of Bonfire Night'. Children are to take part in reading the text as a whole class and exploring VIPERS comprehension questions. What are we able to discover from the text? How is this text different to a fiction text?</p> <p style="text-align: center;"><u>The History of Bonfire Night</u></p> <p><b>Introduction</b> Every year on the 5th of November we celebrate Bonfire Night in the United Kingdom. This special occasion marks an important historical event and is filled with exciting traditions. But why do we light bonfires and set off fireworks? Let's take a look at the history behind this colourful celebration.</p> <p><b>The Gunpowder Plot</b> The origins of Bonfire Night date back to 1605 when a group of conspirators known as the Gunpowder Plotters decided to plan to blow up the House of Parliament in London. Their leader, Guy Fawkes, carried 40 lbs of gunpowder, and was caught in a cellar, ready to light the fuse. He was executed and his body was thrown on the fire on the night of 5th November 1605.</p>  <p><b>The First Bonfire Night</b> The very first Bonfire Night or Guy Fawkes Night occurred on 5th November 1605. To celebrate the King's survival, Londoners lit bonfires across the city. Over time, these celebrations grew bigger and more elaborate, developing into a night filled with fireworks, parades, and fireworks. People began to create effigies of Guy Fawkes, which they would throw onto the bonfires or burn in a special way.</p>  <p><b>Modern Celebrations</b> Today, Bonfire Night is celebrated throughout the UK with spectacular fireworks displays and community bonfires. Families and friends gather to enjoy delicious treats like toffee apples and bonfire cakes. Many towns organize events, providing a safe environment to celebrate this historical occasion. The night is not just about the fireworks; it is a time to remember the significance of the events that led to its creation.</p> <p><b>Safety First!</b> While Bonfire Night is a popular occasion, it is essential to remember safety. Fireworks can be dangerous, and it is vital to follow safety guidelines to ensure a fun and safe experience. Local councils often issue advice on how to enjoy the night responsibly, encouraging people to avoid setting off fireworks near buildings or in public places.</p>
	Day 2	<ul style="list-style-type: none"> <li>identifying themes and conventions in a wide range of books English</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>To know what intonation is.</li> <li>To know what tone is.</li> <li>To know what volume is.</li> <li>To know what action is.</li> <li>Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words.</li> <li>To recognise different forms of poetry e.g. free verse, narrative poetry.</li> </ul>	<p>Create a story map of what has happened so far in the story – the previous chapters that we have read. Create a whole class example together. Children are to map out the story putting on the key events that they have read about – they are to create their own story maps in small groups and then present back ideas to the rest of the class.</p> 


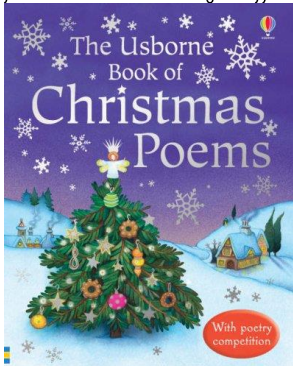
<u>Autumn 2 – Week 2</u>	Day 3	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul> <p>VIPERS can be interchangeable depending on best fit to the text.</p>					
	Day 4	<ul style="list-style-type: none"> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>							
	Day 5	<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul> </li> <li>asking questions to improve their understanding of a text</li> </ul>			<p>Compare two main characters, considering their impact on the overall story. Use Venn diagrams. – Charlie Bucket and Mike TeeVee. Display images of both characters and ask students to describe what they see, writing their responses on the board.</p> <p>Draw a large Venn diagram on the board. Label one circle "Charlie Bucket" and the other "Mike TeeVee. Start discussion with the children about the two characters using the following style to prompt:</p> <ul style="list-style-type: none"> <li>"What are some traits of Charlie?"</li> <li>"How is Mike different from Charlie?"</li> <li>"What do both characters want in the story?"</li> </ul> <p>Distribute blank Venn diagrams to small groups; children are to create their own venn diagrams comparing and contrasting Charlie and Mike.</p>				
Day 1	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they have read.</li> <li>Be able to discuss a wide range of texts including.</li> <li>To be able to read books that are structured in different ways.</li> </ul>	<p>Explore themes of greed and punishment within the text. Start the lesson by defining greed and punishment – brainstorm examples of these two terms. Read selected passages together that show greed and its consequences – focusing on the children from the story. Pause at significant moments to ask questions such as: "How is Augustus's behaviour a result of greed?" and "What happens to Verruca as a consequence of her actions?"</p> <ul style="list-style-type: none"> <li>Using a graphic organiser, children are to: <ul style="list-style-type: none"> <li>Identify the character's greedy actions,</li> <li>Note the outcomes or punishments to their actions.</li> </ul> </li> </ul> <p>Children are to add to their organiser as you read different parts of the text throughout the following weeks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Character:</th> <th style="width: 33%;">Action:</th> <th style="width: 33%;">Outcome:</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Character:	Action:	Outcome:			
Character:	Action:	Outcome:							



	Day 2	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>To be able to read texts for a range of purposes.</li> <li>To be able to retell stories orally.</li> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> <li>Compare and contrast texts making links between current and previously read texts.</li> <li>To be able to draw inference regarding feelings and thoughts.</li> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> <li>To be able to use text to retrieve information.</li> <li>To be able to explain based on text and own ideas.</li> <li>To be able to summarise an extract of text – more than one paragraph.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul> <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 3			
	Day 4	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>		
	Day 5	<ul style="list-style-type: none"> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>		
	Day 1			
Autumn 3 – Week 3	Day 2		<ul style="list-style-type: none"> <li>To be able to draw inference regarding feelings and thoughts.</li> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> <li>To be able to use text to retrieve information.</li> <li>To be able to explain based on text and own ideas.</li> <li>To be able to summarise an extract of text – more than one paragraph.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul> <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 3	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> </ul>		
	Day 4			
	Day 5			
	Day 1			
Autumn 2 – Week 4	Day 1	<ul style="list-style-type: none"> <li>read further exception words, noting the unusual correspondences between spelling and</li> </ul>	<ul style="list-style-type: none"> <li>To be able to draw inference regarding feelings and thoughts.</li> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> <li>To be able to use text to retrieve information.</li> <li>To be able to explain based on text and own ideas.</li> <li>To be able to summarise an extract of text – more than one paragraph.</li> </ul>	<p>Exploring language. Introduce the concept of 'striking phrases' and explain what these phrases mean. Select and read sections of the text which has a range of language used by Dahl – discuss how it can contribute to humour. Engage in conversation about what kind of feelings you think each piece of language triggers e.g. happiness. Discuss the impact of word choice, sentence structure, and imagery in creating emotional responses. Children are to write their own lists of striking phrases which promoted humour within the text.</p>
	Day 2			

Autumn n.2	Day 1	<p>sound, and where these occur in the word.</p> <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding of a text.</li> <li>• To be able to prepare poems and play scripts.</li> <li>• To identify how language, structure and presentation contribute to meaning.</li> <li>• To record information from non-fiction texts.</li> <li>• To develop confidence to participate in discussion about books that are read to them.</li> <li>• To develop confidence to participate in discussion about books that they can read for themselves.</li> <li>• Take turns and listen to what others say when reading a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul>	
	Day 2		VIPERs can be interchangeable depending on best fit to the text.	
	Day 3		Discuss and explore the motives behind the characters' actions.	
	Day 4		Recap the characters of 'Charlie and the Chocolate Factory'. Show images or illustrations of key characters (Charlie, Willy Wonka, Augustus Gloop, etc.). Pose a question: "What do you think motivates these characters?" Introduce the concept of character motives. Explain that a character's motive is the reason behind their actions and choices – provide examples from the text. Discuss how the character's backgrounds and desires shape their actions. For instance, Charlie's desire for success versus Augustus's greed. Split the children into smaller groups and give each group a character from the book. Each group will discuss and answer the following: <ul style="list-style-type: none"> <li>○ What motivates this character?</li> <li>○ How do these motives influence the character's actions?</li> </ul> <p>After discussions, children are to prepare a short role-play scene acting out a moment that highlights the character's motives!</p>	
	Day 5		Continue reading the text. Focusing on the VIPERS: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul>	
Autumn 2 – Week 5	Day 1			VIPERs can be interchangeable depending on best fit to the text.
Day 2	Continue reading the text. Focusing on the VIPERS:			
Day 3	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>			
Day 4				
Day 5				

	Day 2			<ul style="list-style-type: none"> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieval</li> <li>● Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 3			<p>Exploring the ending of the story:</p> <p>Read the final chapter aloud, using expressive intonation to convey emotions. Pause throughout to pose questions to the children relating to the character's emotions e.g. "How do you think Charlie felt when he found the last ticket?" and "What do you think Willy Wonka's feelings were at the end?"</p> <p>Take part in a whole-class discussion where children are encouraged to share their thoughts and feelings about the end of the story – prompt with the following questions:</p> <ul style="list-style-type: none"> <li>● "Do you think the ending is happy? Why?"</li> <li>● "What do you think the author wants us to learn from the ending?"</li> </ul> <p>Children are to write a short paragraph describing the ending of the story and how it makes them feel. Children could be supported with the following sentence structures:</p> <ul style="list-style-type: none"> <li>● "I felt... because..."</li> <li>● "The ending makes me think about..."</li> </ul>
	Day 4			<p>Creating a book review:</p>

	Day 5			<p>Children are to create their own book review of Charlie and the Chocolate Factory. They are to detail an outline of what happened in the story, their own thoughts and views around the story and a rating that they would give. Give children chance to explain book reviews wrote about other books – exploring the layout and style in which they are wrote. What features can they see?</p> 
Autumn 2 – Week 7	Day 1			<p>Poetry focus.</p> <p>Introduction to Christmas poetry; analysing language features in classic and contemporary Christmas poems. Using poems from the Usborne Book of Christmas Poems. Read several poems of different styles, what can you see in the texts? What features are there? Analyse different poetry styles and authors approaches to writing.</p> 

	Day 2			<p>Poetry focus.</p> <p>As a class, choose a Christmas poem from the book discussed. Look closer into the poem and identify any confusing parts and clarify meanings behind what the author has written and how it can be interpreted.</p> <p>Group reading and individual reflection; identifying confusing parts and clarifying meaning.</p>
	Day 3			<p>Poetry focus:</p> <p>Performance poetry.</p> <p>Children are to be given the opportunity to work in pairs or individually (group work may be appropriate for individual children) to practise and perform a piece of Christmas poetry. They are to perform the poem to their peers.</p>
	Day 4			
	Day 5			