





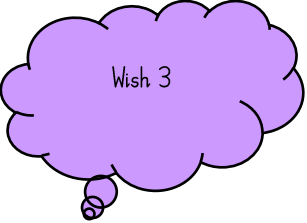
Charlotte's Web

Spring Term

Spring 1 Chapters 1-11

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>
Spring 1 – Week 1	Day 1	<p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>identifying themes and conventions in a wide range of books English</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Show an understanding of what an author is. • Show an understanding of what an illustrator is. • Develop an understanding of the blurb on a text and how this can give an overview of the text. • Show an understanding of how a text can be presented e.g. chapters. 	<p>VIPERS Focus – Inference, Prediction and Vocabulary</p> <p>Introduce the new class text.</p> <ul style="list-style-type: none"> • Explore the front cover of the book; What do we think the book could be about from what we can infer from the cover? • Who is the author? • Who is the illustrator? • 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. <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>

Spring 1 – Week 2	Day 3	asking questions to improve their understanding of a text	<ul style="list-style-type: none"> Understand that different genres of text can be presented in different ways. Apply their growing knowledge of the English language to read texts. Read exception words. To be able to name different themes within texts. Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they have read. Be able to discuss a wide range of texts including: <ul style="list-style-type: none"> Poetry 	<p>Display two items which appear in the story – display these on the interactive whiteboard and explain that they are taken from the story and they belong to different characters e.g. a web, a bucket of slops. Give children a copy of the story and ask them to use the front cover and blurb (and additional information that is chosen by the class teacher) to guess why these items may be important in the story! Consider:</p> <ul style="list-style-type: none"> Who would own these items? What might they be used for? Who might want these items? <p>Item One:</p> <div style="border: 1px solid black; border-radius: 15px; height: 80px; width: 100%;"></div> <p>Item two:</p> <div style="border: 1px solid black; border-radius: 15px; height: 80px; width: 100%;"></div> <p>Why this item might be important to the story:</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>Why this item might be important to the story:</p> <p>-----</p> <p>-----</p> <p>-----</p>
	Day 2	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 identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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.		
	Day 4	<p><u>Word Reading:</u></p> 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	Day 5			
	Day 1			
Day 2			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>	
Day 3			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain 	

	Day 4		<ul style="list-style-type: none"> To be able to read books that are structured in different ways. To be able to retell stories orally. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	<ul style="list-style-type: none"> Retrieval Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
Spring 1 – Week 3	Day 1		<ul style="list-style-type: none"> Compare and contrast texts making links between current and previously read texts. 	<p>Display extracts of the text from previous pages, that help build up an understanding of the setting in which the story takes place – based on the farm (the main setting of the story). Explain that using these extracts, children will be illustrating a chapter from the book. Once all extracts are displayed and have been discussed as a class, give the children opportunity to find their own extracts within the text.</p> <p>Children are to draw their own illustration using the information that they have been able to retrieve from the text.</p> <p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 2		<ul style="list-style-type: none"> To be able to draw inference regarding feelings and thoughts. 	
	Day 3		<ul style="list-style-type: none"> To justify inferences using evidence from the text. 	
	Day 4		<ul style="list-style-type: none"> To be able to predict from details stated and implied. 	
	Day 5		<ul style="list-style-type: none"> To be able to use text to retrieve information. 	
Spring 1 – Week 4	Day 1		<ul style="list-style-type: none"> To be able to explain based on text and own ideas. To be able to summarise an extract of text – more than one paragraph. Ask questions to improve their understanding of a text. To identify how language, structure and presentation contribute to meaning. 	<p>Explain that today, in groups, you are going to be pretending that you are a character from the story (Charlotte, Fern or Wilbur). On large paper, groups are to be assigned a character. Explain that the character is being granted three wishes from a genie – what would the characters three wishes be? Why would they wish for this – encourage children to use evidence from the text.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Wish 1</p> </div> <div style="text-align: center;">  <p>Wish 2</p> </div> <div style="text-align: center;">  <p>Wish 3</p> </div> </div>
	Day 2			

Spring 1 – Week 5	Day 5	<ul style="list-style-type: none"> To develop confidence to participate in discussion about books that are read to them. To develop confidence to participate in discussion about books that they can read for themselves. Take turns and listen to what others say when reading a text. 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 4		<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 3		<p>Give the children time to find the following features in the text, from one of the chapters previously read, and make a list – e.g. verbs.</p>
	Day 2		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; background-color: #d3d3d3; padding: 10px; width: 30%;"> <p>Find 5 verbs:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #e6e6fa; padding: 10px; width: 30%;"> <p>Find 5 adjectives:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #add8e6; padding: 10px; width: 30%;"> <p>Find 5 adverbs:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> </div> </div>
	Day 1		
	Day 5		
	Day 4		
	Day 3		
	Day 2		
	Day 1		

Spring 1 – Week 6

Day 5

Day 1
Day 2
Day 3
Day 4
Day 5

Continue reading the text. Focusing on the VIPERS:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarise

VIPERS can be interchangeable depending on best fit to the text.

Introduce the idea of feelings monsters – explain that each monster represents a different emotion/feeling. Give the children four emotions and ask them to match an emotion to characters within the text. Ask children to find quotes from the text to back up their choice of character.

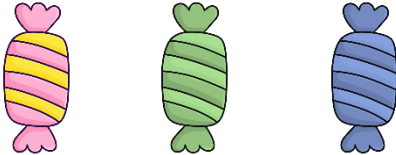


Which character feels this emotion? _____

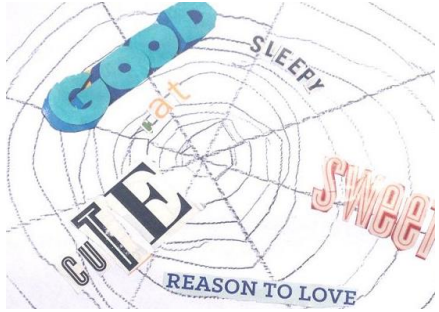
Find evidence which shows the character is feeling this emotion:



Spring 2
Chapters 12 - 22

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>												
<u>Spring 2 – Week 1</u>	Day 1	<p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Show an understanding of how a text can be presented e.g. chapters. Understand that different genres of text can be presented in different ways. Apply their growing knowledge of the English language to read texts. Read exception words. To be able to name different themes within texts. To know what intonation is. To know what tone is. To know what volume is. To know what action is. Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. To recognise different forms of poetry e.g. free verse, narrative poetry. 	<p>Select five complex words from the text and explore their meaning using dictionaries. Children are to record the word and it's meaning as given in a dictionary. Can they write a sentence with the word in?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Word:</th> <th style="width: 33%;">Meaning:</th> <th style="width: 33%;">Sentence:</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Word:	Meaning:	Sentence:									
	Word:	Meaning:		Sentence:												
Day 2	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>														
Day 3	<p>identifying themes and conventions in a wide range of books English</p>															
Day 4	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>															
Day 5	<p>discussing words and phrases that capture the reader's interest and imagination</p>															
<u>Spring 2 – Week 2</u>	Day 1	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>													
	Day 2	<p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p>														

	<p>Day 3</p> <p>Day 4</p> <p>Day 5</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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.</p> <p>Word Reading:</p> <p>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</p>	<ul style="list-style-type: none"> • 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 • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	<p>Explore using synonyms – provide the children with a thesaurus and a list of words from the text, children are to find the word in the thesaurus and then select which 'sweet' is the synonym for the word from the text.</p> <p style="text-align: center;">What word means the same as -----?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>
<p><u>Spring 2 – Week 3</u></p>	<p>Day 1</p> <p>Day 2</p> <p>Day 3</p> <p>Day 4</p> <p>Day 5</p>	<p>both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they have read. • Be able to discuss a wide range of texts including: • Poetry • To be able to read books that are structured in different ways. • To be able to read texts for a range of purposes. • To be able to retell stories orally. 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieval • Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>
<p><u>Spring 2 – Week 4</u></p>	<p>Day 1</p> <p>Day 2</p> <p>Day 3</p>			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain

<p>Spring 2 – Week 6</p>	<p>Day 1</p>		<ul style="list-style-type: none"> • To record information from non-fiction texts. 	<p>Explain to the children that they are going to be drawing what two scenes from the book would look like, if they were looking through a keyhole – focus on the descriptive language in chapter 8 and chapter 15. What two scenes do they depict? Using the information they can gather from the text, they are to draw the two scenes – using their retrieval and inference skills.</p>
<p>Spring 2 – Week 5</p>	<p>Day 5</p>		<ul style="list-style-type: none"> • To be able to explain based on text and own ideas. • To be able to summarise an extract of text – more than one paragraph. • Ask questions to improve their understanding of a text. • To be able to prepare poems and play scripts. • To identify how language, structure and presentation contribute to meaning. 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	<p>Day 3</p>		<ul style="list-style-type: none"> • To be able to use text to retrieve information. • To be able to predict from details stated and implied. • To be able to draw inference regarding feelings and thoughts. 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	<p>Day 4</p>		<ul style="list-style-type: none"> • Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. • Compare and contrast texts making links between current and previously read texts. • To justify inferences using evidence from the text. • To be able to predict from details stated and implied. • To be able to use text to retrieve information. • To be able to explain based on text and own ideas. • To be able to summarise an extract of text – more than one paragraph. • Ask questions to improve their understanding of a text. • To be able to prepare poems and play scripts. • To identify how language, structure and presentation contribute to meaning. • To record information from non-fiction texts. 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	<p>Day 5</p>			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	<p>Day 4</p>			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	<p>Day 5</p>			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>



			<ul style="list-style-type: none"> • To develop confidence to participate in discussion about books that are read to them. • To develop confidence to participate in discussion about books that they can read for themselves. • Take turns and listen to what others say when reading a text. 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Chapter 8</p> </div> <div style="text-align: center;">  <p>Chapter 15</p> </div> </div>
	Day 2			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieval • Summarise
	Day 3			<p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 4			<p>Creating a book review:</p> <p>Children are to create their own book review of Charlotte's Web. 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>
	Day 5			

Spring 2 – Week 7
POETRY FOCUS

Day 1

Day 2

Day 3



Busy Bunny by Lenore Hetrick

Share the poem 'Busy Bunny' as a class. Discuss the structure of the poem and the rhyme scheme – work together to identify rhymes within the poem. Children are to write their own rhyming couplet that could be added to the poem.

Re-read the poem 'Busy Bunny' by Lenore Hetrick. Focus on the character in the setting (the bunny) and discuss how the poet uses descriptive language to build up a mental image/understanding of what the bunny is like – appearance and personality.

Children are to take part in a whole class discussion regarding what they enjoyed/liked in the poem and why? Then discuss what they dislike in the poem and why?
 Children are to take part in a change it activity – children are to identify one line/paragraph in the poem that they dislike and change it – considering ways that they could improve the poem.

	Day 4			Performance focus – two days:
	Day 5			Begin by reintroducing the poem 'Busy Bunny'. Explain that they will be performing it as a group. Before children begin, read the poem aloud modelling expression and intonation. Divide the class into smaller groups and assign each group a section of the poem to focus on and explain that they will be performing the poem to the rest of the class – encourage children to think about pauses, volume changes and tempo. Once children have had time to practice, they are to perform their section of their poem: including their planned expression and intonation. Children are to be encouraged to give positive feedback after each performance.