



# The Thieves of Ostia

Spring Term

## Spring 1

### Chapter 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><u>Year 4:</u> develop positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books English</p>	<p><u>Year 4:</u></p> <p><u>Knowledge:</u></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> </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. 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>

Spring 1 – Week 2	Day 1	reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<ul style="list-style-type: none"> <li>Show an understanding of how a text can be presented e.g. chapters.</li> <li>To be able to name different themes within texts.</li> <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>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> </ul> <p><u>Skills:</u></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 non-fiction.</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> </ul>	<p>Explore non-fiction text on Roman and Ostia life. What can we learn about the way people lived during this time?</p> <p style="text-align: center;"><b>Roman Life</b></p> <p>The Roman Empire was one of the most powerful civilisations in history, and its influence can still be seen today in many aspects of our lives. In this text, we will explore various aspects of Roman life, including lifestyle, clothing, food, and festivals, providing a glimpse into how the Romans lived.</p> <p><u>Daily Life</u></p> <p>The daily life of a Roman citizen varied greatly depending on their social status. Wealthy Romans lived in grand houses called <i>palatiums</i>, which were beautifully decorated with mosaics and paintings. These houses often had a central courtyard known as a <i>peristyle</i>, where guests could relax and enjoy the outdoors. Meanwhile, poorer citizens resided in insulae, or apartment blocks, which were often cramped and may have lacked basic amenities.</p> <p><u>Clothing</u></p> <p>Clothing was an important aspect of Roman identity. The Romans typically wore tunics, which were simple garments made from wool or linen. Wealthy individuals often adorned their tunics with bright dyes and intricate designs. Men wore a longer tunic, while women's tunics were usually longer and more elaborate. To keep warm, they might add a toga, a large piece of fabric draped over one shoulder. Footwear varied, with sandals being the most common choice, although wealthier Romans might wear more luxurious leather shoes.</p> <p><u>Food</u></p> <p>Food in Roman times was diverse and often included ingredients such as grains, vegetables, fruits, and meats. The wealthy enjoyed lavish banquets featuring courses like stuffed dormice, roast meats, and a variety of cheeses. They would often season their food with sauces made from fermented fish, known as <i>salsum</i>, which was a popular condiment. In contrast, the poorer classes consumed simpler meals, typically consisting of porridge made from barley or wheat, as well as vegetables like onions and lentils. Bread was a staple food, and the Romans were skilled bakers, producing a variety of types, including flatbreads and loaves.</p> <p><u>Festivals</u></p> <p>Festivals played a significant role in Roman culture, providing an opportunity for citizens to come together and celebrate. One of the most famous festivals was Saturnalia, held in December to honour the god Saturn. During this time, gifts would be exchanged.</p>
	Day 2	<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>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>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>		
	Day 3			
	Day 4			
	Day 5			
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		<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	Year 5:			
Day 4	Maintain positive attitudes to reading and understanding of what they read by:			
Day 5				

Spring 1 – Week 3	Day 1	<p>continuing to read and discuss an increasingly 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>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</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</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</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> <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> </ul>	<p>Explain that a pivotal scene is crucial to the development of the plot. Read a selected pivotal scene from "The Thieves of Ostia" aloud to the class, emphasising the descriptive language used by the author. As you read, pause to discuss any particularly vivid descriptions. Questions to guide the discussion can include:</p> <ul style="list-style-type: none"> <li>▪ "What words stood out to you and why?"</li> <li>▪ "How did the author make you feel like you were in that scene?"</li> </ul> <p>Children are to take time in pairs to find their own pivotal scene from the text. They are to make notes regarding what stood out to them and how did it make them feel? Children are to present their ideas to the rest of the class.</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>
	Day 2			
	Day 3			
	Day 4			
	Day 5			
Spring 1 – Week 4	Day 1	<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>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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>
	Day 2			
	Day 3			
	Day 4			

Spring 1 – Week 5	Day 5	<p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</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"> <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> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>Know what an author is.</li> <li>Know what an illustrator is.</li> <li>Know the significance of the blurb on a text and how this can be used to gain insight into the text content.</li> <li>Be able to name different style texts – relating to their genre and their purpose.</li> <li>Increase their familiarity with a range of texts</li> <li>Show an understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in</li> </ul>	<p>Begin the lesson with a brief discussion about characters in general. Ask students to think of their favourite book characters and what makes them memorable - Write contributions on the board to visually stimulate the discussion on character traits.</p> <p>Divide students into small groups. Assign each group a different character from the text (e.g., Flavia, Jonathan, Lupus, etc.). Ask each group to consider:</p> <ul style="list-style-type: none"> <li>What is the character's role in the story?</li> <li>What are their motivations?</li> <li>What is their personality like?</li> </ul> <p>As a class create a table showing the information on each character:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Character:</th> <th style="width: 25%;">Role:</th> <th style="width: 25%;">Motivations:</th> <th style="width: 25%;">Personality:</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Character:	Role:	Motivations:	Personality:								
	Character:	Role:	Motivations:	Personality:												
	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> <p>Select a short passage containing key dialogue from the text. Read it aloud, demonstrating appropriate intonation and expression.</p> <p>Divide the class into small groups of four. Each group selects a dialogue from the text to reenact.</p> <ul style="list-style-type: none"> <li>Encourage students to discuss how each character might react and what emotions their character would display.</li> <li>Allow time for rehearsals— focusing on emotional delivery.</li> </ul> <p>Groups are to perform to the rest of the class.</p>											
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Day 3																
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Spring 1 – Week 6	Day 1		<p>English Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion.</li> <li>• Explain word meanings.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Show and maintain positive attitudes to reading and understanding of what they have read.</li> <li>• Discuss a wide range of texts.</li> <li>• Compare within and across books previously read.</li> </ul>	<p>Begin the lesson by recapping themes from previously read books – drawing on prior knowledge.</p> <p>Display key events from the story using a visual aid – a story map to outline the main plot points of the story so far.</p> <p>Split the class into groups and give them a large print out of the text that shows a certain theme. Children are to use sticky notes to identify sentences/phrases within the printout that reflects different themes – what theme? How do you know?</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>
	Day 3				
	Day 4				
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Day 5

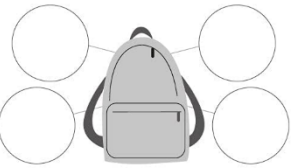
- To be able to show intonation, tone and volume when reading to make a meaning clear to an audience.
- Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.
- Explain the meaning of words in context.
- Ask questions to improve their understanding.
- To be able to draw inference regarding feelings and thoughts.
- 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.
- Identify how language, structure and presentation contribute to the meaning of a text.
- Discuss how authors use language including figurative

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language and how this can have an impact on the reader.

- Retrieve, record and present information from non-fiction texts.
- To participate in discussions about books that are read to them or books they can read for themselves.
- To build on their own and other's ideas when discussing texts.
- Courteously challenge other's ideas when discussing a text.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Be able to present evidence for their views using the knowledge they have gained through reading the text.

Spring 2  
Chapter 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	<u>Year 4:</u>	<u>Year 4:</u>	Continue reading the text. Focusing on the VIPERS:
	Day 2	develop positive attitudes to reading and understanding of what they read by:	<u>Knowledge:</u>	<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 3	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	<ul style="list-style-type: none"> <li>• Show an understanding of how a text can be presented e.g. chapters.</li> </ul>	
	Day 4	reading books that are structured in different ways and reading for a range of purposes	<ul style="list-style-type: none"> <li>• Understand that different genres of text can be presented in different ways.</li> </ul>	
	Day 5	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of the English language to read texts.</li> <li>• Read exception words.</li> <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> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in</li> </ul>	VIPERS can be interchangeable depending on best fit to the text. The Survival Rucksack Choose one character from the story and model creating a rucksack of items that belong to the character from the story. What four items would you find in the rucksack and explain using quotes from the text why you think those items would be in there. Children are to then be given their own survival rucksack and a character from the story – children are to complete their own. <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px;">I chose item 1 because...</div> <div style="border: 1px solid black; padding: 5px; width: 150px;">I chose item 2 because...</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 150px;">I chose item 3 because...</div> <div style="border: 1px solid black; padding: 5px; width: 150px;">I chose item 4 because...</div> </div>
<u>Spring 2 – Week 2</u>	Day 1			Continue reading the text. Focusing on the VIPERS:
	Day 2			<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> </ul>



Spring 2 – Week 3	Day 3	predicting what might happen from details stated and implied	<p>English Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <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><b>Skills:</b></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: Poetry</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> </ul>	<ul style="list-style-type: none"> <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	identifying main ideas drawn from more than one paragraph and summarising these		
	Day 5	identifying how language, structure, and presentation contribute to meaning		
	Day 1	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 2	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		
Spring 2 – Week 4	Day 3	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<p><b>Year 5:</b></p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> <p>reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>	<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			
	Day 5			
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Spring 2 – Week 1	Day 1		<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>	

Continue reading the text. Focusing on the VIPERS:

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

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Continue reading the text. Focusing on the VIPERS:

- Vocabulary
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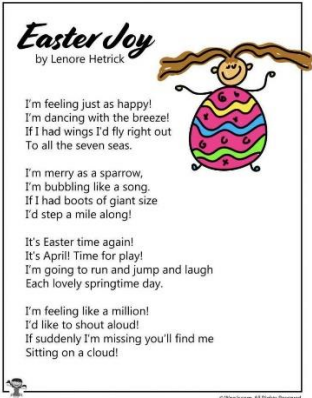
Select five words from the text and explore their meaning using dictionaries. Children are to record the word and it's meaning as given in a dictionary they are then to come up with a list of words that are synonyms for the word. Record their findings in a table like below:

Word:	Meaning:	Synonym:

Continue reading the text. Focusing on the VIPERS:

Spring 2 – Week 6	Day 2	recommending books that they have read to their peers, giving reasons for their choices	<ul style="list-style-type: none"> <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> <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> <p><b>Year 5:</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Be able to name different style texts – relating to their genre and their purpose.</li> </ul>	<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>Comparison of Thieves of Ostia to Charlie and the Chocolate Factory. Following whole class discussion recapping the story of Charlie and the Chocolate Factory. Children are to be given a 'Book Comparison Diagram' like below and have to fill in the similarities and differences between the two books:</p>
	Day 3	identifying and discussing themes and conventions in and across a wide range of writing.		
	Day 4	making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		
	Day 5	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		
		asking questions to improve their understanding		
		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		
	Day 1	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
Day 2	distinguish between statements of fact and opinion			
Day 3	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			
<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>				

Spring 2 – Week 7 <b>POETRY FOCUS</b>	Day 4	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<ul style="list-style-type: none"> <li>• Increase their familiarity with a range of texts</li> <li>• To be able to identify themes within a range of writing.</li> <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> </ul>	<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> <p>Creating a book review:</p> <p>Children are to create their own book review of <i>The Thieves of Ostia</i>. 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	provide reasoned justifications for their views		
	Day 1		<ul style="list-style-type: none"> <li>• Show and maintain positive attitudes to reading and understanding of what they have read.</li> </ul>	<p>Explore the poem <i>Easter Joy</i> by Lenore Hetrick. Work together to identify themes, patterns and rhyme and structure. Work together to annotate the poem – children are to have large copies of the poem on their tables between a small group/pairs.</p>



	Day 2		<ul style="list-style-type: none"> <li>• Discuss a wide range of texts.</li> <li>• Compare within and across books previously read.</li> </ul>	<p>Display the Easter Joy poem again, what similes and metaphors can you see in the text? How do they change the poem and create images within the readers head? Children are to write their own metaphors relating to easter.</p>
	Day 3		<ul style="list-style-type: none"> <li>• To be able to learn and perform a piece of poetry by heart.</li> </ul>	<p>Whole class reading of the Easter Joy poem. Demonstrate reading the poem aloud with expression, tone, and volume. Children are to be given chance to practise reading the poem with expression, tone, intonation and volume. They are to perform independently to the class.</p>
	Day 4		<ul style="list-style-type: none"> <li>• To be able to show intonation, tone and volume when reading to make a meaning clear to an audience.</li> </ul>	<p>Model writing an easter poem together as a class, modelling how to use similes, metaphones and structure observed earlier in the week. Children are to create and perform their own Easter poems over the two days.</p>
	Day 5		<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>• Explain the meaning of words in context.</li> <li>• Ask questions to improve their understanding.</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>	

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|  |  |  | <ul style="list-style-type: none"><li>● Identify how language, structure and presentation contribute to the meaning of a text.</li><li>● Discuss how authors use language including figurative language and how this can have an impact on the reader.</li><li>● Retrieve, record and present information from non-fiction texts.</li><li>● To participate in discussions about books that are read to them or books they can read for themselves.</li><li>● To build on their own and other's ideas when discussing texts.</li><li>● Courteously challenge other's ideas when discussing a text.</li><li>● Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li><li>● Be able to present evidence for their views using the knowledge they have gained through reading the text.</li></ul> |  |
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