




The Firework Maker's Daughter

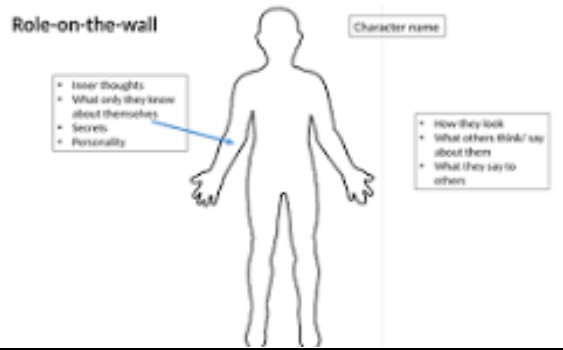
Autumn Term

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>
Autumn 1- Chapters 1-5				
Autumn 1 – Week 1 Chapter 1	Day 1	<p><u>Year 4:</u></p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p><u>Year 4:</u></p> <p>Knowledge:</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. 	<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>

	Day 2	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 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 predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> 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 <p>Skills:</p> <ul style="list-style-type: none"> Be able to discuss a wide range of texts including – non-fiction To be able to read texts for a range of purposes. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	<p>Non-fiction text focus:</p> <p>Explore the non-fiction text about fireworks to discover and learn about what fireworks are. What information can be retrieved? What can we summarise about fireworks?</p> <p style="text-align: center;">The Amazing World of Fireworks</p> <p>The Origin of Fireworks</p> <p>Fireworks have a long and colourful history that dates back over a thousand years. They are believed to have originated in China around the 7th century during the Tang Dynasty. Initially, these spectacular displays began with the invention of gunpowder. Chinese monks used it to ward off evil spirits, and over time, it transformed into the exciting fireworks we know today. By the 13th century, fireworks had spread to Europe, where they were used in celebrations and special occasions.</p>  <p>What Are Fireworks?</p> <p>Fireworks are explosive devices that create beautiful visual effects and sounds when they are ignited. They contain a combination of chemicals and metals that produce light, color, and noise. A typical firework consists of a paper or cardboard casing filled with gunpowder and a variety of chemical compounds. When these compounds burn, they create the dazzling colors and patterns we see in the sky.</p> <p>How Are Fireworks Made?</p> <p>The making of fireworks is both an art and a science. First, the gunpowder is mixed with various chemicals to produce different colors. For instance, strontium creates red flames, while copper yields blue. This mixture is packed into the firework's shell along with metal salts and stars—little pellets that help produce the shapes during the explosion. Once everything is in place, the fireworks are carefully assembled and packaged. Safety is very important, so manufacturers follow strict guidelines to ensure that every firework is safe for public use.</p> <p>When Are Fireworks Used?</p> <p>Fireworks are often used during special celebrations such as Bonfire Night on 5th November, New Year's Eve, and weddings. In the UK, Bonfire Night commemorates Guy Fawkes' failed attempt to blow up the Houses of Parliament in 1605. Families gather around bonfires to enjoy the fireworks while remembering the historical event. Other countries, like the United States, celebrate Independence Day with dazzling firework displays that light up the night sky.</p> <p>Interesting Facts About Fireworks</p> <p>Did you know that fireworks can travel as high as 1,000 feet in the air? The tallest fireworks reach incredible heights! Another fascinating fact is that fireworks can produce varying sounds, from loud booms to soft crackles. Some firework shows are designed to create specific patterns, such as hearts, swan shapes, or even words. Additionally, the science behind fireworks is what makes them so special; they can demonstrate principles of physics, chemistry, and even art. For those who want to see spectacular performances, the largest firework display ever recorded took place in Dubai, where over 500,000 fireworks were launched simultaneously!</p>
	Day 3	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Compare and contrast texts making links between current and previously read texts. 	<p>Explore pages of the text – making sure the following VIPERS are focused on:</p> <ul style="list-style-type: none"> Retrieval Inference Explain Predict <p>Other VIPERS can also be explored if appropriate to the passages being read.</p>
	Day 4	<ul style="list-style-type: none"> retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> To be able to draw inference regarding feelings and thoughts. 	
	Day 5	<ul style="list-style-type: none"> 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. apply their growing knowledge of root words, prefixes and 	<ul style="list-style-type: none"> 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. 	<p>VIPERS Focus – Retrieval</p> <p>From the first pages of the text, retrieve the names of the fireworks. What are the firework names? What might they sound like?</p> <p>Children are to design their own firework for the story and give the firework a name.</p>

Autumn 1 – Week 2 Chapter 1	Day 1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To be able to summarise an extract of text – more than one paragraph. To record information from non-fiction texts. <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. 	VIPERS Focus – Summary and Retrieval What have we learnt about the main character of the story so far? Explore, by looking back on the pages read so far, what the fire-work maker's daughter is like; what is her name? What information have we learnt about her? Children to answer a summary style question, creating their own short character profile about the firework maker's daughter (Lila). What else would they like to know about Lila? Do they have any questions?	
	Day 2	Year 5: <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		<ul style="list-style-type: none"> Know what an author is. Know what an illustrator is. Know the significance of the blurb on a text and how this can be used to gain insight into the text content. Show an understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 	VIPER Focus – Inference, retrieval, explain Analysing character relationships – focus on analysing the relationship between Lila and her father. What can we infer from the text that we have read so far? What could this tell us about their relationship? Encourage children to build on and explore their own thoughts. Demonstrate how to identify quotes and keywords, illustrating the emotional tone e.g. anger. Do all children have the same opinions, encourage children to explore their ideas and how they are either similar or different.
	Day 3				Continue reading the text focusing on the following VIPERS: <ul style="list-style-type: none"> Vocabulary Predict Explain Other vipers can be focused on if applicable to the section of the text being read.
	Day 4	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 			
	Day 5				
Day 1	<ul style="list-style-type: none"> 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 	Continue reading the text. Focusing on a different VIPER each day: Monday – Inference Tuesday – Predict Wednesday – Explain Thursday – Retrieval Friday – Summarise VIPERs can be interchangeable depending on best fit to the text.			
Day 2					
Day 3					
Day 4	<ul style="list-style-type: none"> making comparisons within and across books 				



Autumn 1 - Week 4	Day 1	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction. 	<ul style="list-style-type: none"> Discuss how authors use language including 	Continue reading the text. Focusing on a different VIPER each day: Monday – Inference
Autumn 1 - Week 4	Day 2	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Explain the meaning of words in context. 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. 	Pirate – Role on the wall. Working in pairs/small groups. Give the children access to the text and the information they gathered previously to create a role on the wall of the pirates from the text.. From this information, what questions would they like to ask the pirates? Share ideas as a class and hold a discussion based on whether we think we could infer the answers from the information that we have already been given in the text.
Autumn 1 - Week 4	Day 3	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<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 within and across books previously read. 	Continue reading the text. Cover a variety of VIPER questions. Mainly focusing on: <ul style="list-style-type: none"> Vocabulary Inference Prediction
Autumn 1 - Week 4	Day 4	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Discuss a wide range of texts. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	VIPER Focus – Retrieval and Inference. Create a role on the wall for the pirates. Using the text, what have we discovered so far about the pirates? What could we infer about them from the text?
Autumn 1 - Week 4	Day 5	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> Explain word meanings. 	VIPER Focus – Retrieval and Inference. Create a role on the wall for the pirates. Using the text, what have we discovered so far about the pirates? What could we infer about them from the text?




	Day 2	<ul style="list-style-type: none"> 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 provide reasoned justifications for their views 	<p>figurative language and how this can have an impact on the reader.</p> <ul style="list-style-type: none"> 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. 	<p>Tuesday – Predict</p> <p>Wednesday – Explain</p> <p>Thursday – Retrieval</p> <p>Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 3			
	Day 4			
	Day 5			
	Day 1			<ul style="list-style-type: none"> 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 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
Autumn 1 – Week 6	Day 2			
	Day 3			
	Day 4			
	Day 5			
	Day 1	<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference</p> <p>Tuesday – Predict</p> <p>Wednesday – Explain</p> <p>Thursday – Retrieval</p> <p>Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>		
Day 2				
Day 3				
Day 4				
Day 5				
Autumn 1 – Week 7	Day 1	<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference</p> <p>Tuesday – Predict</p> <p>Wednesday – Explain</p> <p>Thursday – Retrieval</p> <p>Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>		
	Day 2			
	Day 3			
	Day 4			
	Day 5			


<u>Autumn</u> <u>1 – Week</u> <u>8</u>	Day 1			<p>Explore Lila's quest up the mountain. How has it been? How may she be feeling. At the top of the mountain, Lila finds a hole in the heart of the mountain, where could this go to?</p> <p>Children are to design their own idea of where the hole in the mountain goes to. Draw on information taken from the book so far to come up with ideas as to where it could lead to and what it is like.</p>
	Day 2			<p>Continue reading the text. Cover a variety of VIPER questions. Mainly focusing on:</p> <ul style="list-style-type: none"> ● Vocabulary ● Inference ● Explain
	Day 3			<p>VIPER – Summarise</p> <p>Recap the chapters we have read so far in the book – what has happened so far?</p> <p>Work together to summarise the chapters of the book. What has happened in each chapter? What have we learnt about the characters so far? Record ideas and prepare a short presentation about what has happened in the book so far. Children are to take turns to present what has happened in either small groups or pairs. Children should be encouraged to discuss the presentation and build on each others views.</p>
	Day 4			
	Day 5			

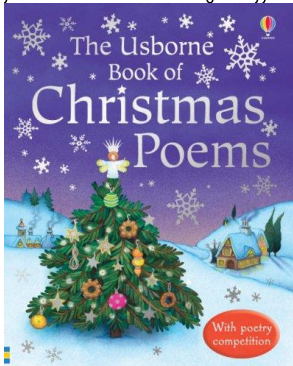
Autumn 2 - Chapters 6 – 9

Week	Day	NC Coverage	Knowledge and Skills	Activity Outline
<p>Autumn 2 – Week 1</p>	<p>Day 1</p>	<p>Year 4:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 	<p>Year 4:</p> <p>Knowledge:</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 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. 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>Non-fiction text focus:</p> <ul style="list-style-type: none"> Explore the non-fiction text about Bonfire Night. What information can be retrieved? What can we summarise about Bonfire Night? <div style="text-align: center;"> <p>Bonfire Night: A Sparkling Celebration</p>  </div> <p><small>Bonfire Night, also known as Guy Fawkes Night, is a yearly celebration that fills the skies with dazzling lights and crackling noise. Each year, on the 5th of November, people across England gather to remember an infamous event that took place over four hundred years ago. The air is crisp, filled with anticipation as gardens and grounds prepare for an unforgettable evening under the stars.</small></p> <p>The Historical Background</p> <p><small>On this night, we commemorate the failed Gunpowder Plot of 1605, when a group of conspirators, led by Guy Fawkes, tried to blow up the Houses of Parliament. Their intention was to assassinate King James I and restore a Catholic monarch to the British throne. Their plan was foiled, and Guy Fawkes was executed. Ever since the 5th of November has become a symbol of bravery, survival, and the triumph of good over evil.</small></p> <p>Whispers of Flame: The Bonfire</p> <p><small>As the sun begins to set, the bonfire starts to build like a giant sentinel. Its flickering flames dance playfully in the night. The wood crackles and pops, sharing whispers of secrets and stories from the past. The smoke curls up into the starry sky, carrying the dragon's breath of an ancient myth. Watch from the fire embrace those nearby, making them closer to witness the glow of remembrance. People gather around, their faces illuminated by the fiery spectacle, consumed in their joy.</small></p> <p>A Symphony of Sparks: Fireworks</p> <p><small>As darkness envelops the world, the fireworks burst forth, painting the heavens with splashes of colour. With a loud bang, they explode, sending the jubilant birds on flight, celebrating the night's jubilation. Each person has their own personally-chosen favourite, like a shy star while others roar loudly, clearing their place in the night sky. The dazzling display remembers soldiers, creating a tapestry of light that soars above in joy and delight. The excitement reaches its crescendo, sending ripples of cheer through the crowd.</small></p> <div style="text-align: center;">  <p>Safely First: Enjoying Responsibly</p> <p><small>While Bonfire Night is a time of joy and celebration, it is also essential to remember safety. Fire can be both a friend and a foe. To ensure everyone enjoys the night safely, it is important to follow some simple guidelines. Keep a safe distance from the bonfire and fireworks, and always supervise children. By being sensible, we can enjoy the magic of Bonfire Night without any accidents, allowing our memories to sparkle brighter than the fireworks above.</small></p> </div> <p>Conclusion: A Night to Remember</p> <p><small>As the evening draws to a close, the final fireworks burst in the sky, marking the end of the night. Families depart with hearts full of joy, talking about the night and sharing their memories. Bonfire Night will be not only a night of history and remembrance, but also a night of joy and celebration. Each year, we come together to honour the past and create beautiful memories that will last a lifetime.</small></p>

	Day 3	<p>reader's interest and imagination</p> <ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Continue reading the text. Cover a variety of VIPER questions. Mainly focusing on:</p> <ul style="list-style-type: none"> Vocabulary Inference Explain Predict
	Day 4			
	Day 5	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Skills:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they have read. 	
<u>Autumn</u> <u>2 –</u> <u>Week 2</u>	Day 1		<ul style="list-style-type: none"> Be able to discuss a wide range of texts including: <ul style="list-style-type: none"> Poetry Plays Non-fiction 	<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference Tuesday – Predict Wednesday – Explain Thursday – Retrieval Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 2	<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> To be able to read books that are structured in different ways. 	
	Day 3	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> To be able to read texts for a range of purposes. 	
	Day 4		<ul style="list-style-type: none"> Increase familiarity with: <ul style="list-style-type: none"> Fairy stories Myths Legends 	
	Day 5		<ul style="list-style-type: none"> To be able to retell stories orally. 	
<u>Autumn</u> <u>3 –</u> <u>Week 3</u>	Day 1	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Compare and contrast texts making links between current and previously read texts. 	<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference Tuesday – Predict Wednesday – Explain Thursday – Retrieval Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 2	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> To be able to draw inference regarding feelings and thoughts. 	
	Day 3			
	Day 4	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 		
	Day 5			

<u>Autumn</u> <u>2 –</u> <u>Week 4</u>	Day 1	<ul style="list-style-type: none"> retrieve and record information from non-fiction 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. 	<ul style="list-style-type: none"> 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. 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>Year 5: Knowledge:</p> <ul style="list-style-type: none"> Be able to name different style texts – relating to their genre and their purpose. 	<p>Exploring Illustration</p> <p>Explore the illustration on page 104. What can you see in the image? What can the image tell us about the story? Do you have any questions about what is happening in the image? Compare the setting to life now, does it look the same? Different?</p> 
	Day 2	<p>Year 5:</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their 		
	Day 3			
	Day 4			
	Day 5			
<u>Autumn</u> <u>2 –</u> <u>Week 5</u>	Day 1			<p>Continue reading the text. Cover a variety of VIPER questions.</p> <ul style="list-style-type: none"> Vocabulary Inference Explain Predict Retrieval.
Day 2			<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference Tuesday – Predict Wednesday – Explain Thursday – Retrieval Friday – Summarise</p>	
Day 3			<p>VIPERs can be interchangeable depending on best fit to the text.</p>	
Day 4				

	Day 5	peers, giving reasons for their choices	<ul style="list-style-type: none"> • Increase their familiarity with a range of texts 	
Autumn <u>2 –</u> Week 6	Day 1	<ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> • To be able to identify themes within a range of writing. 	Continue reading the text. Cover a variety of VIPER questions. <ul style="list-style-type: none"> • Vocabulary • Inference • Explain • Predict • Retrieval • Summarise
	Day 2	<ul style="list-style-type: none"> • making comparisons within and across books 	<ul style="list-style-type: none"> • To know what intonation is. • To know what tone is. • To know what volume is. • To know what action is. 	
	Day 3	<ul style="list-style-type: none"> • learning a wider range of poetry by heart 	<ul style="list-style-type: none"> • Show an understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. 	
	Day 4	<ul style="list-style-type: none"> • 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 	<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 	Creating a book review:
	Day 5	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion. • Explain word meanings. 	Children are to create their own book review of the Firework Maker's Daughter. 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?
		<ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<p>Skills:</p> <ul style="list-style-type: none"> • Show and maintain positive attitudes to reading and 	

<p><u>Autumn</u> <u>2 –</u> <u>Week 7</u></p>	<p>Day 1</p>	<p>and justifying inferences with evidence</p> <ul style="list-style-type: none"> 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<p>understanding of what they have read.</p> <ul style="list-style-type: none"> Discuss a wide range of texts. Compare within and across books previously read. To be able to learn and perform a piece of poetry by heart. Explain the meaning of words in context. Ask questions to improve their understanding. To be able to draw inference regarding feelings and thoughts. 	<p>Poetry focus.</p> <p>Introduction to Christmas poetry; analyzing 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> 
	<p>Day 2</p>	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> 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. 	<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>
	<p>Day 3</p>	<ul style="list-style-type: none"> 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 	<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. 	<p>Poetry focus:</p> <p>Performance poetry.</p>
	<p>Day 4</p>		<ul style="list-style-type: none"> Identify how language, structure and presentation 	<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>

	<p style="text-align: center;">Day 5</p>	<p>challenging views courteously</p> <ul style="list-style-type: none"> ● 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 ● provide reasoned justifications for their views 	<p>contribute to the meaning of a text.</p> <ul style="list-style-type: none"> ● Discuss how authors use language including figurative 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. 	
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