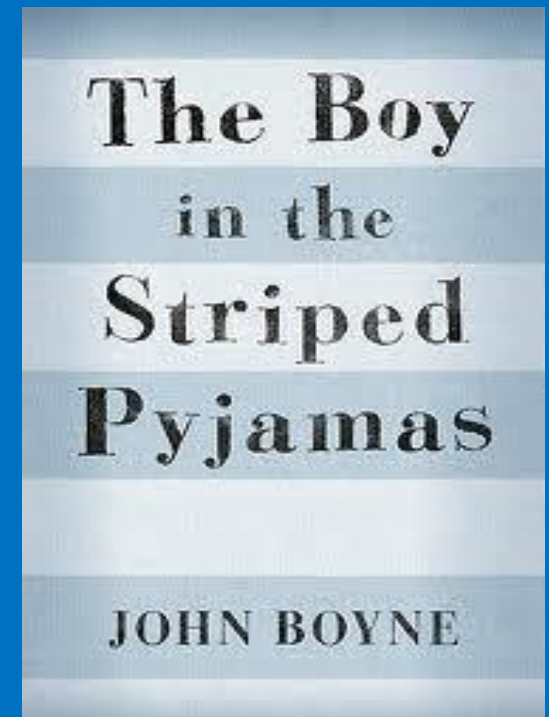
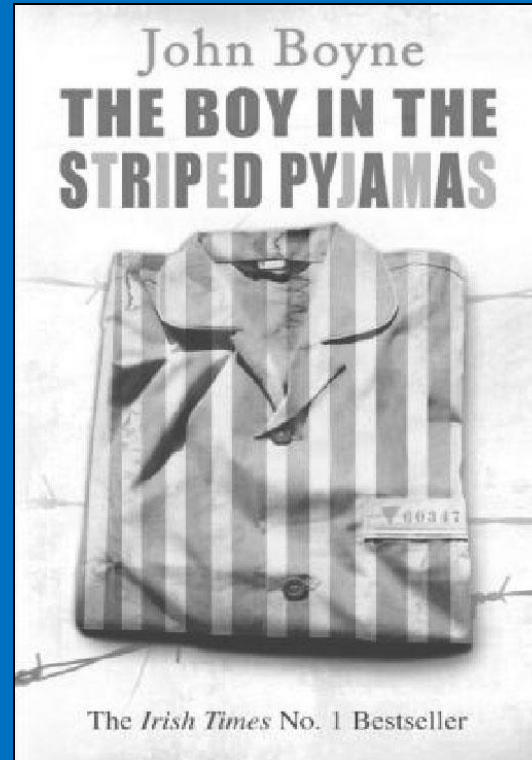
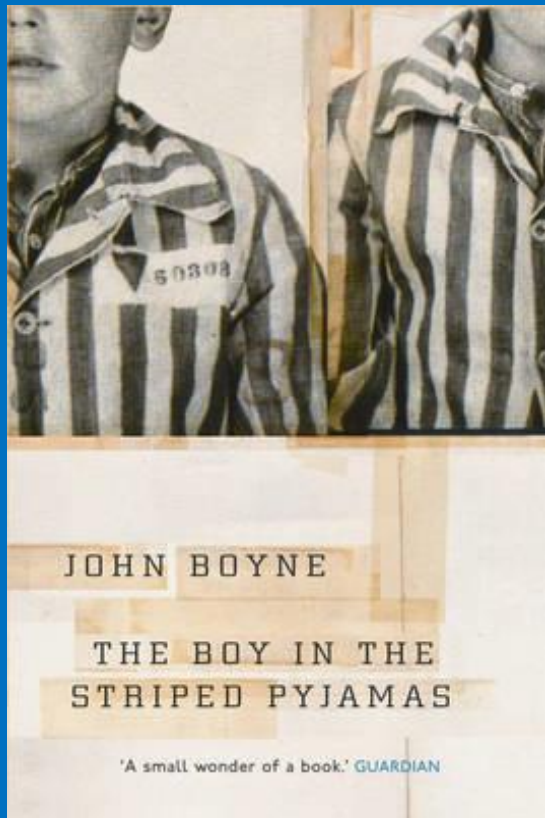


SPRING 1



THE BOY IN THE STRIPED PYJAMAS

Requirements

	Decoding	Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
2a	give/ explain the meaning of words in context	Check that the book is meaningful and discuss what has been understood. Use meaning – seeking strategies to explore the meaning of unfamiliar words and idiomatic and figurative language. 
2b 	retrieve and record information / identifying key details from fiction and non-fiction	Understand books read independently. Retrieve, record and present information from non-fiction. Collate. Find relevant information and evidence from a range of texts. Record, collate and organise information or evidence appropriately. Distinguish between statements of fact and opinion. Identify and discuss the conventions of different text types.
2c	summarise main ideas from more than one paragraph	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Present an oral overview or summary of a text. Explain the main purpose of a text and summarise it.

Requirements

2d	make inferences from the text/explain and justify inferences with evidence from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations. 
2e	predict what might happen from details stated and implied	Predict what might happen from details stated and implied from across a text.
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify and discuss the conventions of different text types. Identify and discuss themes and conventions in and across a wide range of writing and longer texts. Identify how language, structure and presentation contribute to the meaning of a text. Read books that are structured in different ways. 
2g	identify/explain how meaning is enhanced through choice of words and phrases	Discuss and evaluate how authors use language, including figurative language, considering the impact. Identify and comment on writer's choice of language. Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension. Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts. Identify how language, structure and presentation contribute to the meaning of a text.
2h	make comparisons within the text	Make connections between other similar texts, prior knowledge and experience and explain the links. Make comparisons within and across books.

Content Domains &Wider Curriculum	Requirements	
Wider Reading Curriculum	Context, Viewpoint, Choice	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. Maintain positive attitudes to reading and understanding of what they read. Read and discuss an increasingly wide range of fiction, poetry, fiction from our literary heritage and books from other cultures and traditions. Become familiar with a range of books, including modern fiction, poetry, plays. Recommend books to peers, giving reasons for their choices. Identify and explain the effect of the context on a text. For example, historical or geographical. Read for a range of purposes. Listen to others' ideas and opinions about a text. Build on others' ideas and opinions about a text in discussion. Ask questions to extend understanding. Express a personal point of view about a text, giving reasons. Raise queries about texts. Present and explain the author's viewpoint in a text. Present a personal point of view based on what has been read. Present a counter-argument in response to others' points of view. Compare different versions of texts. Present a personal point of view based on what has been read. Listen to other's personal point of view. Provide reasoned justifications for their views. Explain a personal point of view, giving reasons and evidence from text.
Wider Reading Curriculum	Oral Retelling and Performance	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Learn poems by heart. For example, narrative verse, sonnet. 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.

Requirements		
2a	give/explain the meaning of words in context 	
2b	retrieve and record information/ identifying key details from fiction and non-fiction	Read several texts on the same topic to find and compare information. Use a combination of skimming, scanning and text marking to find and collate information. Re-present collated information. Explain the key features, themes and characters across a text.
2c	summarise main ideas from more than one paragraph	Explain the structural devices used to organise a text. Comment on the structural devices used to organise the text. Read several texts on the same topic to find and compare information. Explain the main purpose of a text and summarise it succinctly. Re-present collated information. identify how characters change during the events of a longer novel.
2d	make inferences from the text/explain and justify inferences with evidence from the text	Draw inferences from subtle clues across a complete text. identify how characters change during the events of a longer novel.
2e	predict what might happen from details stated and implied	

2f	identify/ explain how information/narrative content is related and contributes to meaning as a whole	Explain the author's viewpoint in a text and present an alternative point of view. Comment on the development of themes in longer novels. Explain the key features, themes and characters across a text. Recognise the impact of the social, historical, cultural on the themes in a text. Explain the key features, themes and characters across a text. Explain the structural devices used to organise a text.
2g	identify/explain how meaning is enhanced through choice of words and phrases	Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. Identify how writers manipulate grammatical features for effect. Analyse why writers make specific vocabulary choices.
2h	make comparisons within the text	Compare and contrast characters, themes and structure in texts by the same and different writers. Compare and contrast the language used in two different texts. Compare and contrast the styles of different writers with evidence and explanation. Compare and contrast the styles of different writers with evidence and explanation. Read several texts on the same topic to find and compare information. identify how characters change during the events of a longer novel.
Context, Viewpoint, Choice		Recognise the impact of the social, historical, cultural on the themes in a text. Evaluate the styles of different writers with evidence and explanation. Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE). Present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE. Explain the author's viewpoint in a text and present an alternative point of view. Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. Explain how and why a text has impact on a reader.
Oral retelling and Performance		Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.



JOHN BOYNE

THE BOY IN THE
STRIPED PYJAMAS

'A small wonder of a book.' GUARDIAN

The Boy
in the
Striped
Pyjamas

JOHN BOYNE

WEEK 4

John Boyne
**THE BOY IN THE
STRIPED PYJAMAS**



The Irish Times No. 1 Bestseller

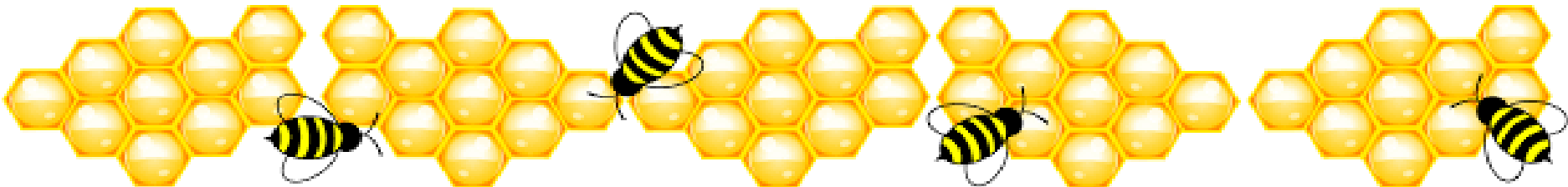


W O R D O F T H E D A Y



A plague of locusts...
They were plagued with bad
luck...

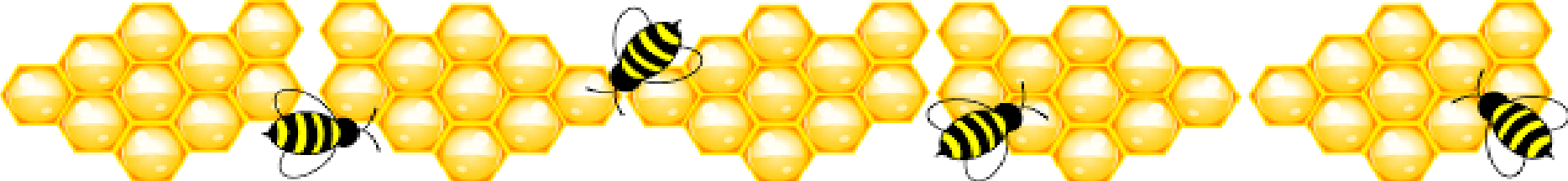
plague



plague

What could
it mean?

In 1903, the city was devastated by an epidemic of plague .



plague

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

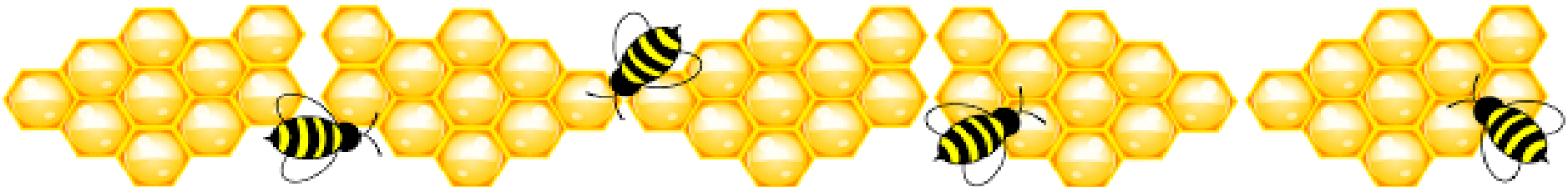
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



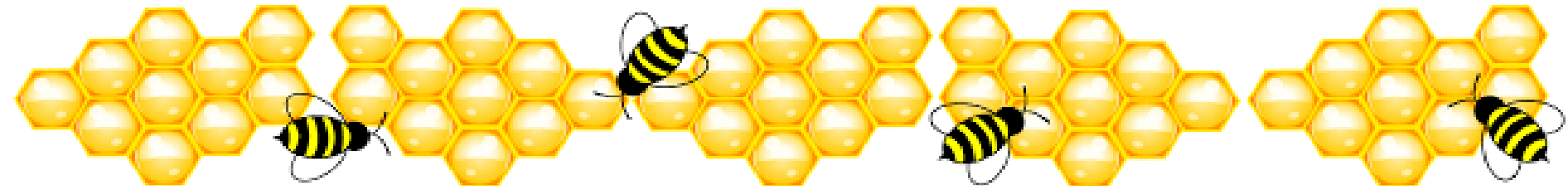
plague

DEFINITION:

verb

cause continual trouble or distress to.

“He has been plagued by ill health...”



plague

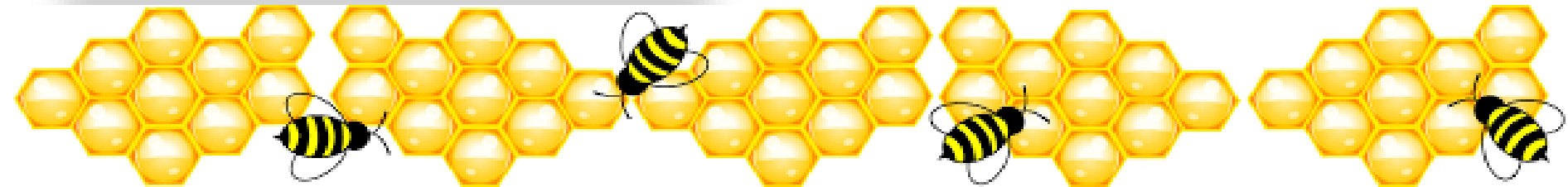
Statement

Command

Question

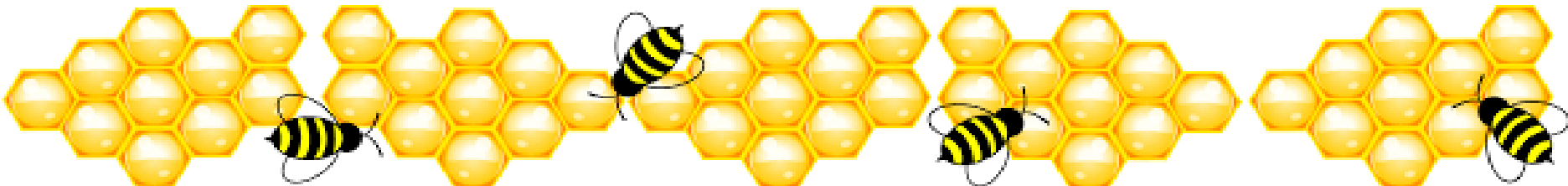
Exclamation

You must stop the plague of abuse you are throwing my way!



plague

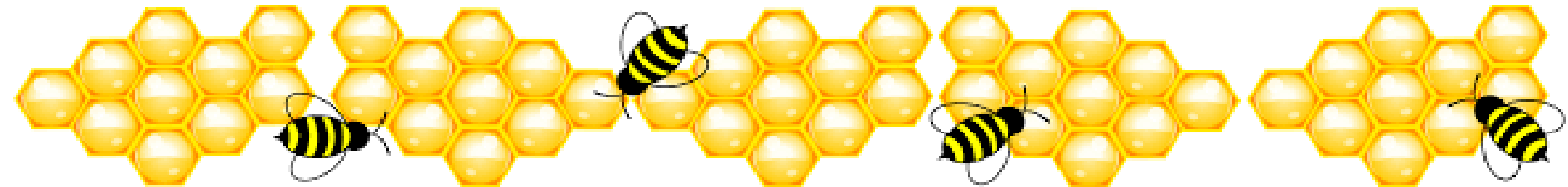
Say plague to mean bother, trouble or disease.



plague

List it!

List words that mean the same as
plague...

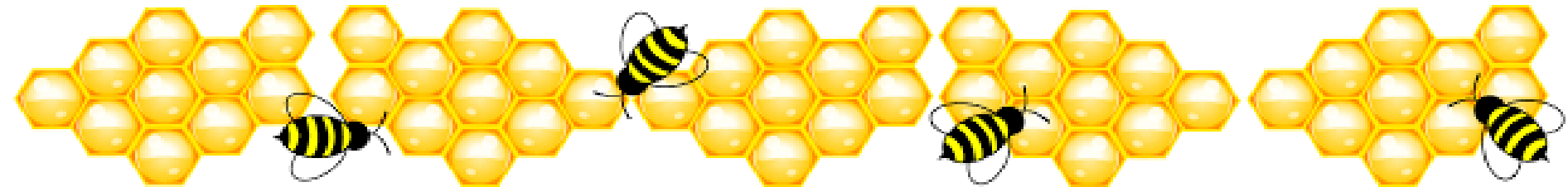


plague

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you

Statement
Command
Question
Exclamation



Does John Boyne make Bruno and Gretel too innocent – would they have known more?

John Boyne says:

“This is perhaps the question I have been asked the most about this novel and I feel very strongly that Bruno’s innocence and ignorance are not only crucial to the story, but appropriate to the times, too...When the war ended and the camps liberated, the world was shocked by what they learned. But it had been going on for years...Purely in terms of my novel, however, I stand by my belief that Bruno is an innocent child in a time and place that he does not understand.”

Chapter 4

Chapter 4

Some opinions...

'I think that Bruno's innocence is the most effective part of the story. It's most powerful when you know he's misunderstood something (like the Nazi salute) and you yourself know what it really means. To me, that's very clever of John Boyne.'

'I think that some of the conversations which Gretel and Bruno have at the beginning are a bit unbelievable. After all, Gretel is supposed to be one of the brightest pupils in her class and she thinks at the beginning that Out-With is their holiday home!'

What do you think?

Find evidence from the text to support your point of view?

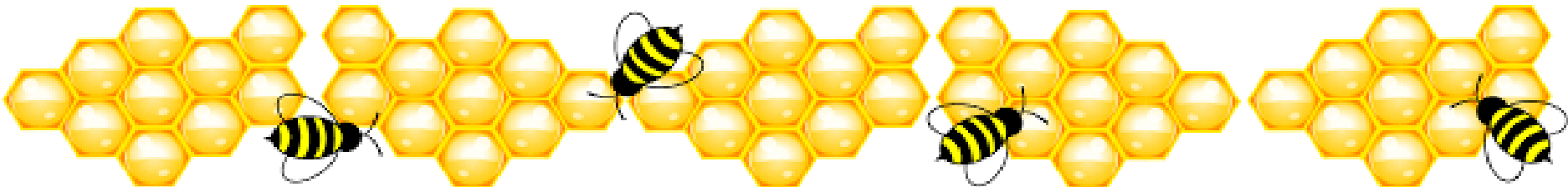
2b, 2d, 2f, 2g, 2h Context, Viewpoint, Choice



W O R D O F T H E D A Y



commotion

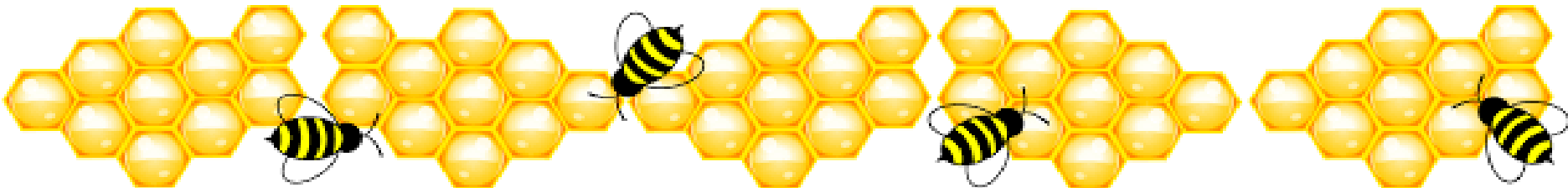


commotion

What could
it mean?



A huge
commotion
instilled
following the
chaos of the
bombing.



commotion

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

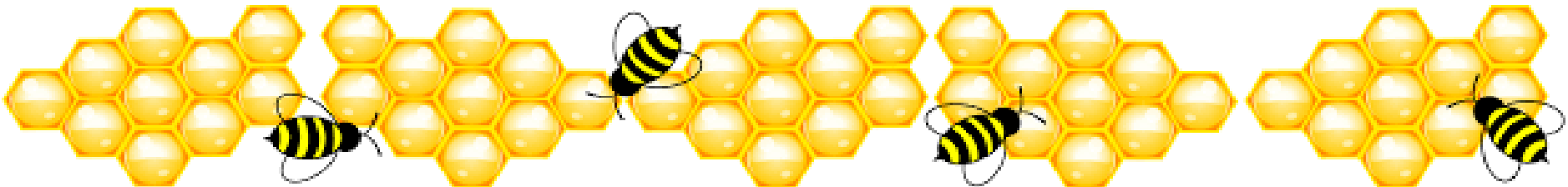
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



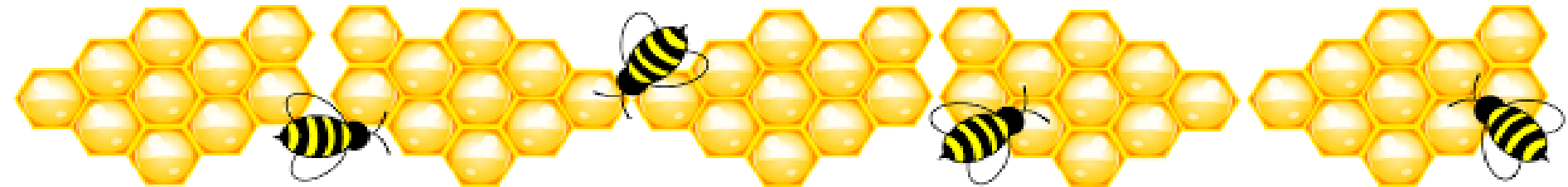
commotion

DEFINITION:

noun

a state of confused and noisy disturbance.

"She was distracted by a commotion across the street."



commotion

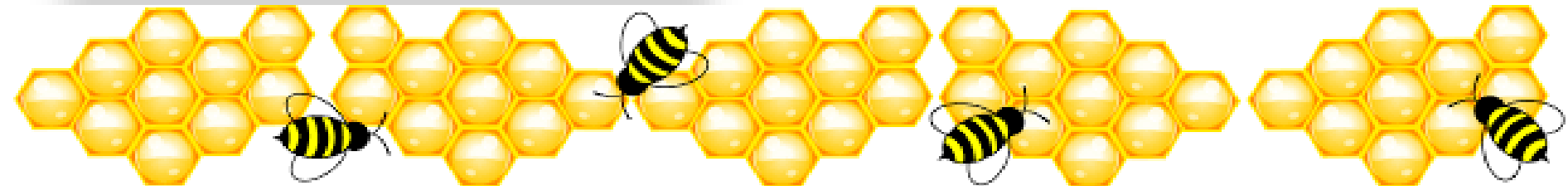
Statement

Command

Question

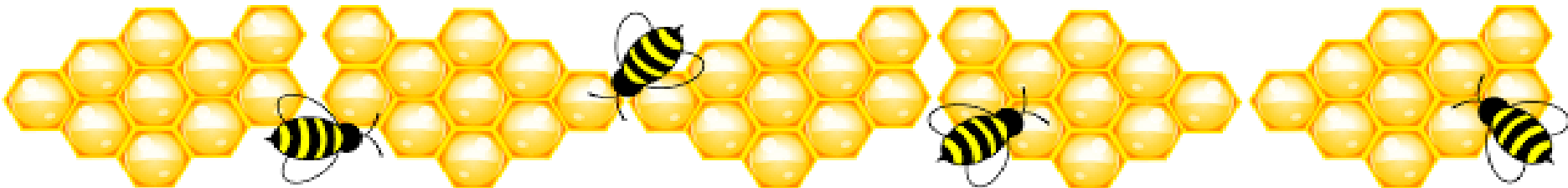
Exclamation

Why is it that you must make such a commotion Max?



commotion

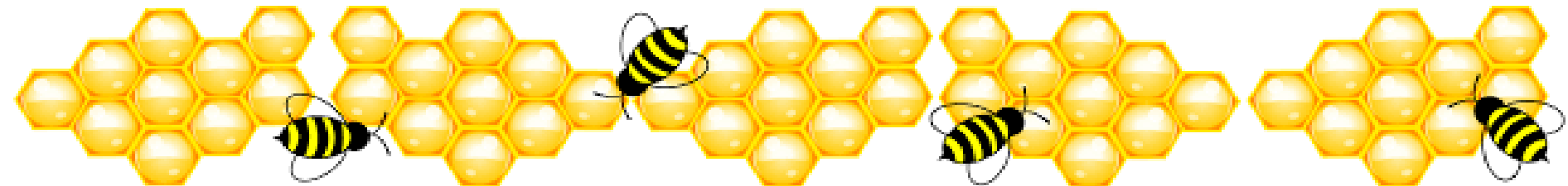
Say commotion to mean chaos, uproar and disturbance.



commotion

Describe it!

Describe the commotion at the
school disco...

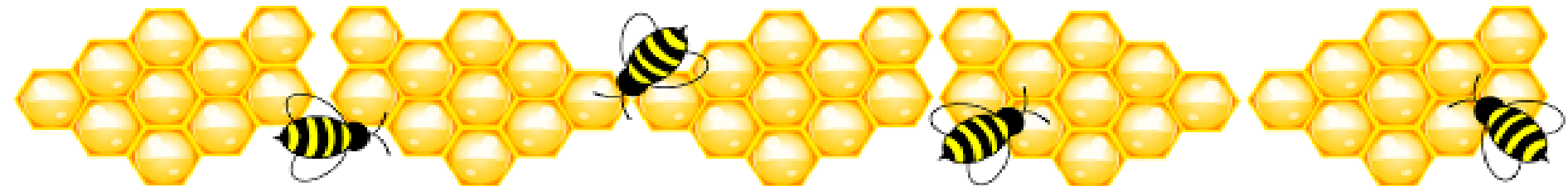


commotion

Statement
Command
Question
Exclamation

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you



The Boy in the Striped Pyjamas

JOHN BOYNE

CHAPTER 5

Out of bounds at all times with
no exceptions!

Chapter 5



Spot and Jot 3 key ideas from this chapter that are important.



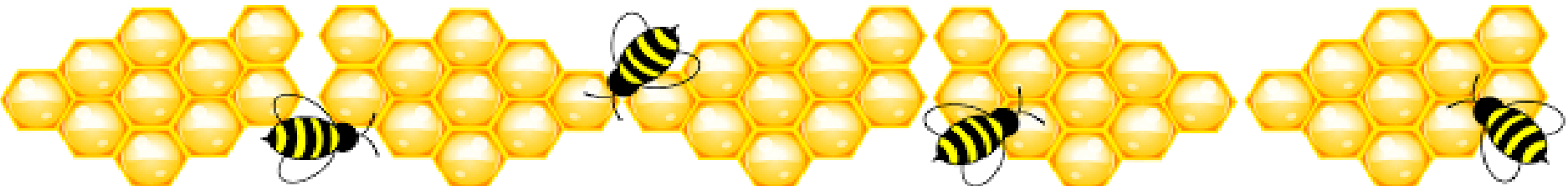
What can we infer about life as a German soldier from this chapter?



W O R D O F T H E D A Y



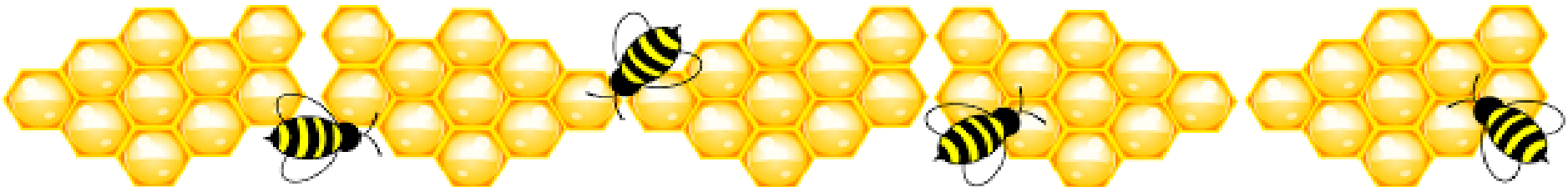
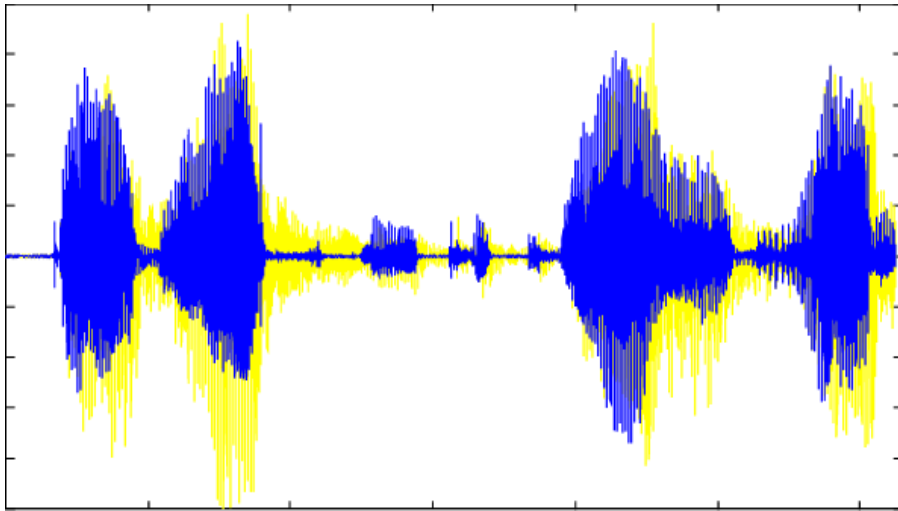
reverberated



reverberated

What could
it mean?

Loud and continuous, the drone of the air strike reverberated around my head.



reverberated

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

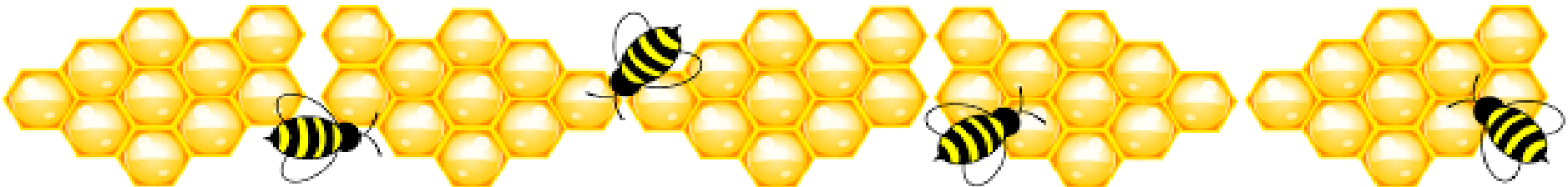
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

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BASS IT TO YOUR BOOK



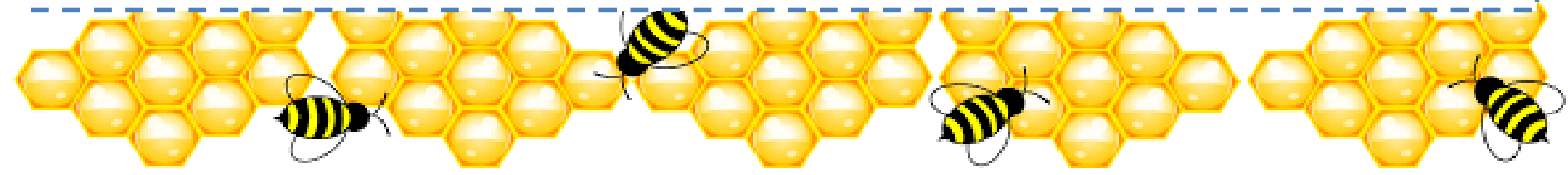
reverberated

DEFINITION:

Verb

(of a loud noise) be repeated several times as an echo.

“The huge destruction of the bombs reverberated about the city like mini earthquakes...”



reverberated

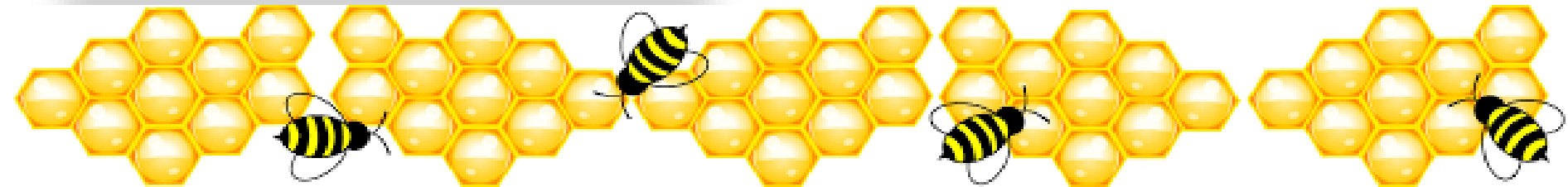
Statement

Command

Question

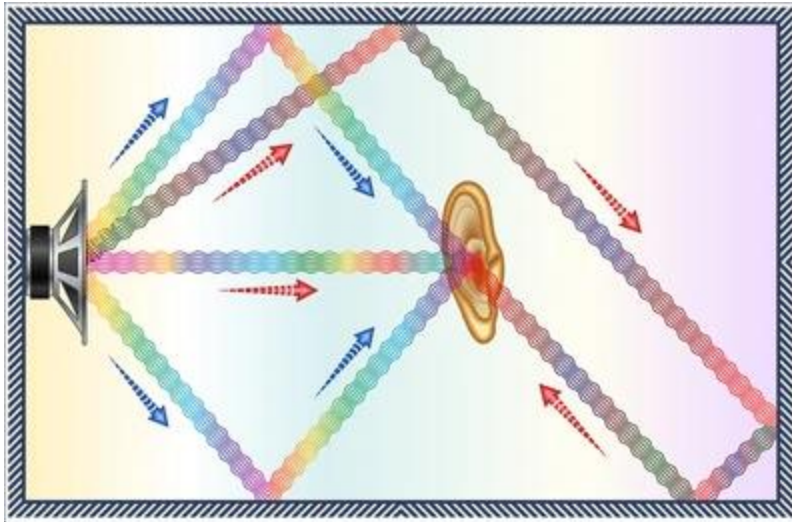
Exclamation

The sound from the xylophone
reverberated around the music room.

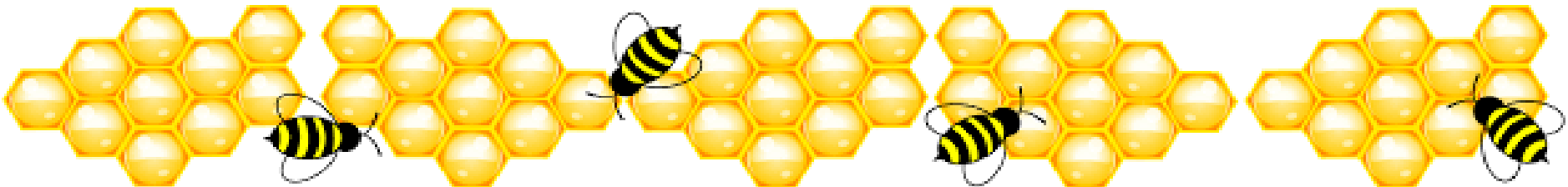


reverberated

Say reverberated to mean vibrate,
echo and affect.



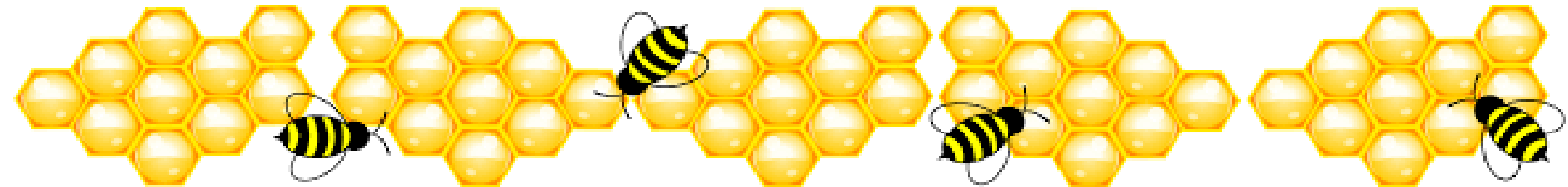
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reverberated

Describe it!

Describe the feeling of
reverberation...

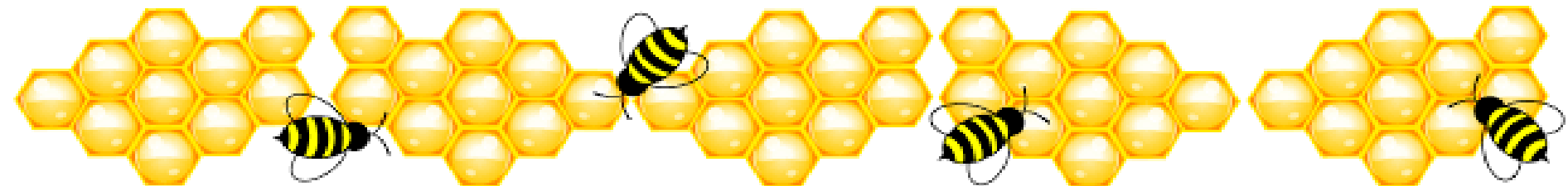


reverberated

Statement
Command
Question
Exclamation

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you



The Boy
in the
Striped
Pyjamas

JOHN BOYNE

CHAPTER
6

Overpaid Maid

Chapter 6



Spot and Jot 3 key ideas from this chapter that are important.



How has your impression of Dad changed in this chapter?



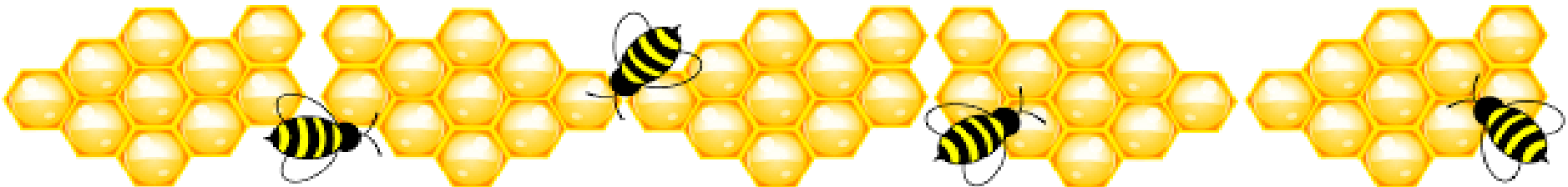
Why do you think John Boyne wants your impression to change?



W O R D O F T H E D A Y



anxious



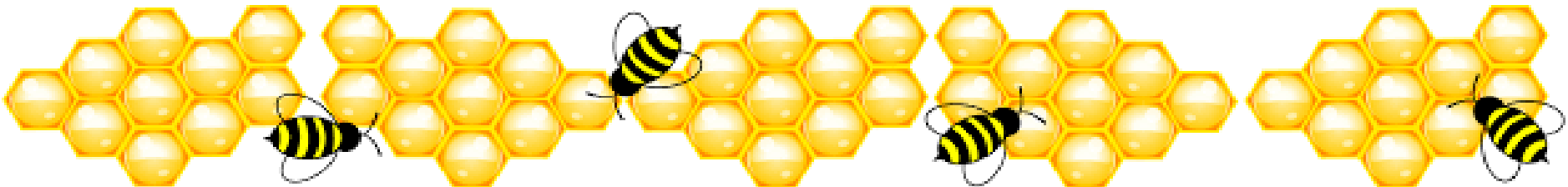
anxious

What could
it mean?



As Y6 were asked to do their own assembly, the pupils told Miss Curry, “We’ve got it sorted, Miss!”

To say Miss Curry was anxious, was an understatement!



anxious

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

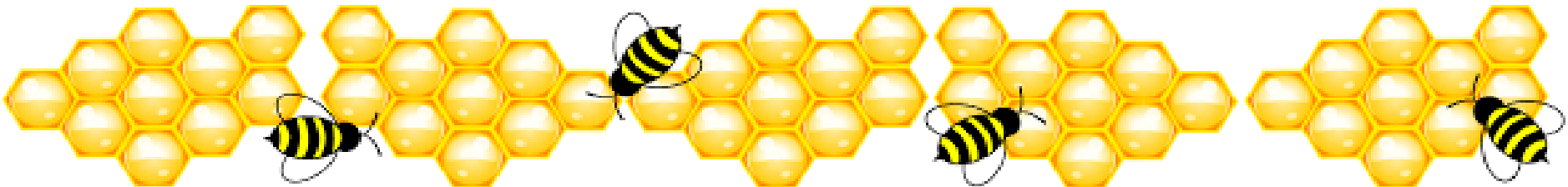
WHISPER IT TO THE WINDOW

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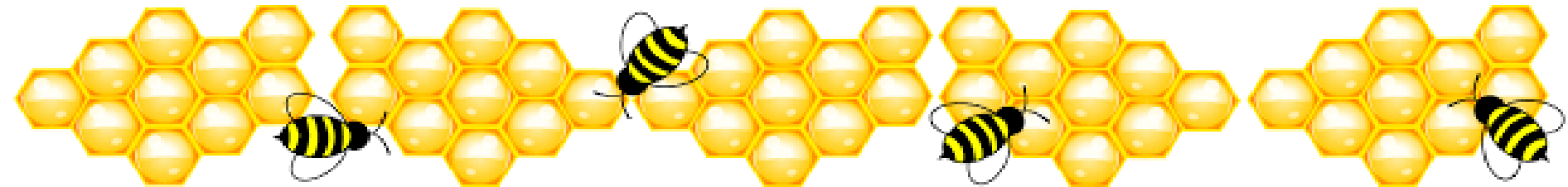


anxious

DEFINITION:

Adjective

1. feeling or showing worry, nervousness, or unease about something with an uncertain outcome.
2. very eager or concerned to do something or for something to happen.



anxious

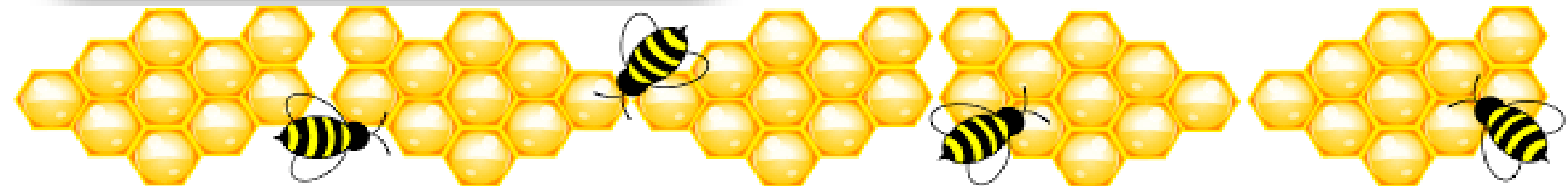
Statement

Command

Question

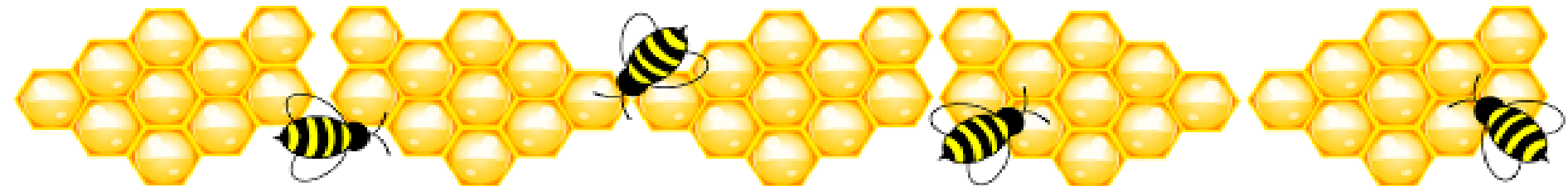
Exclamation

Why am I feeling so anxious at the moment?



anxious

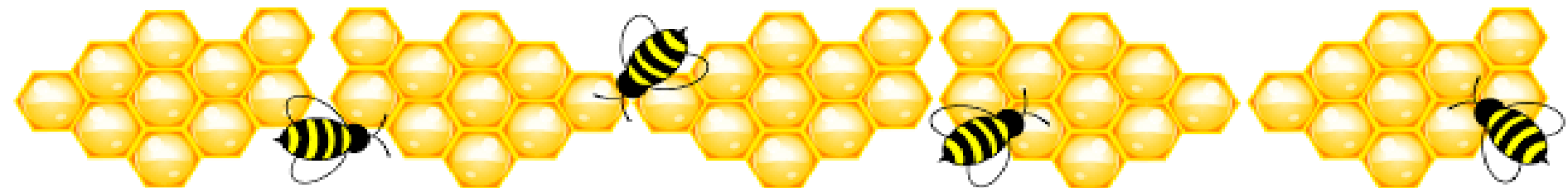
Say anxious to mean nervous, worried or on edge.



anxious

Draw it!

Draw an anxious emoji...

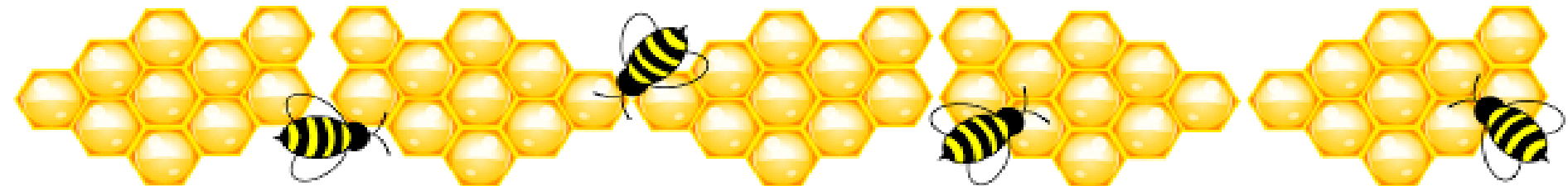


anxious

Statement
Command
Question
Exclamation

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you



How does John Boyne develop the theme of fear?



Look at Chapter 6 pages 64-65

Think about Maria's behaviour – her voice, language and movement.

Think about Bruno's reaction to Maria at this point in the story.