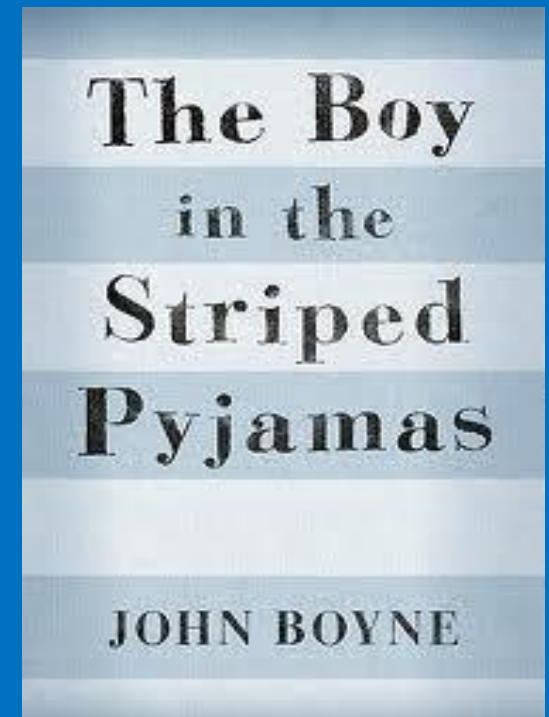
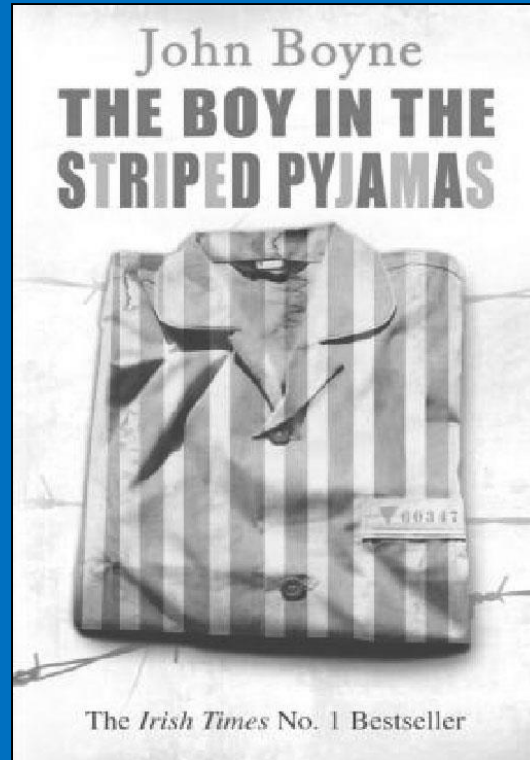
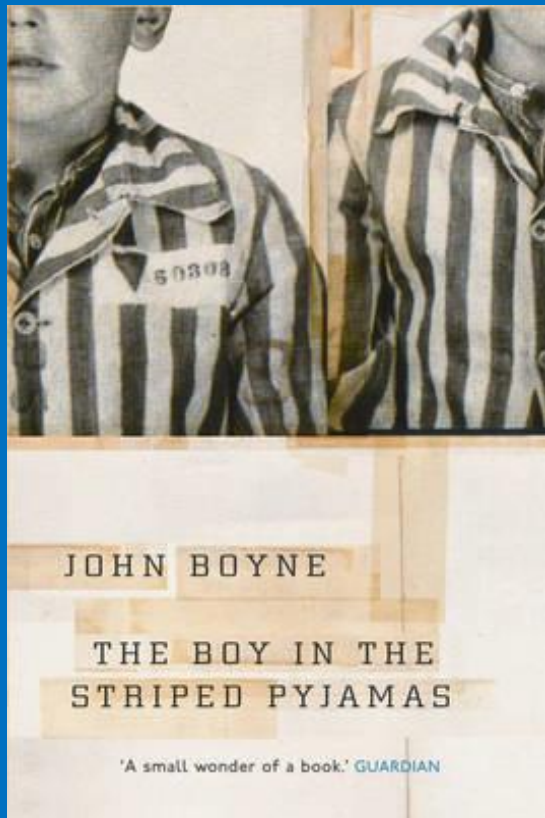
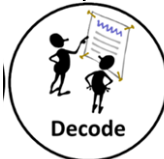
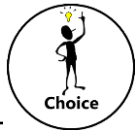


SPRING 1



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 3

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



The Irish Times No. 1 Bestseller

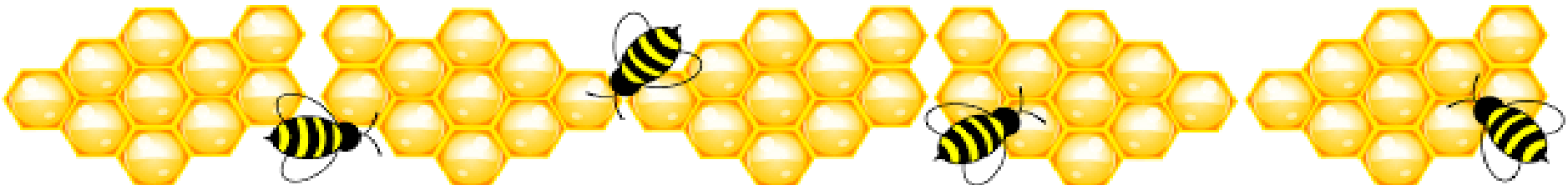


W O R D O F T H E D A Y



All Gretel's unpleasant friends
seemed to enjoy nothing
more than torturing him...

unpleasant

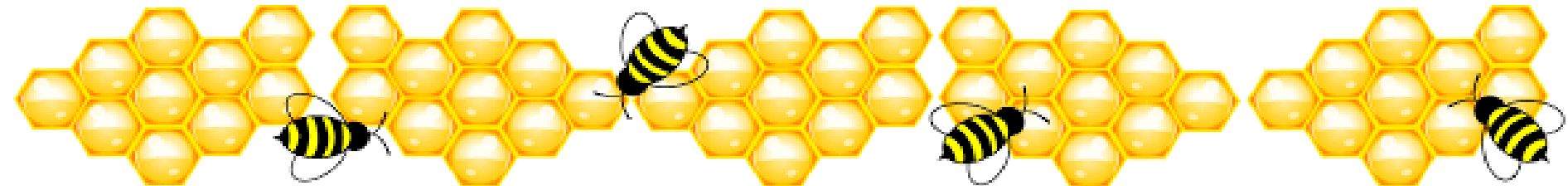


unpleasant

What could
it mean?



As unpleasant as mum's dinner was, Junior knew it would have to be eaten...



unpleasant

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

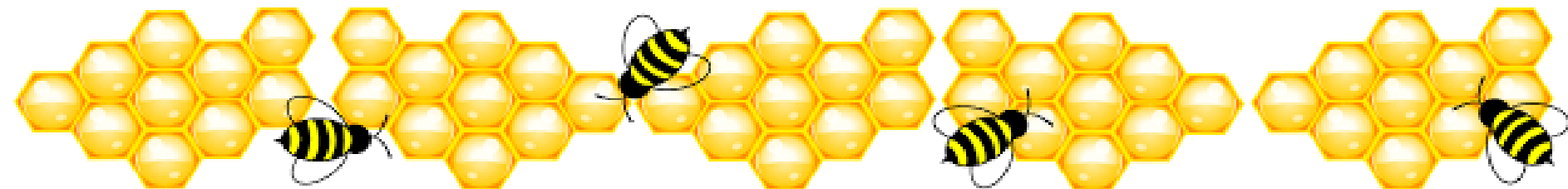
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



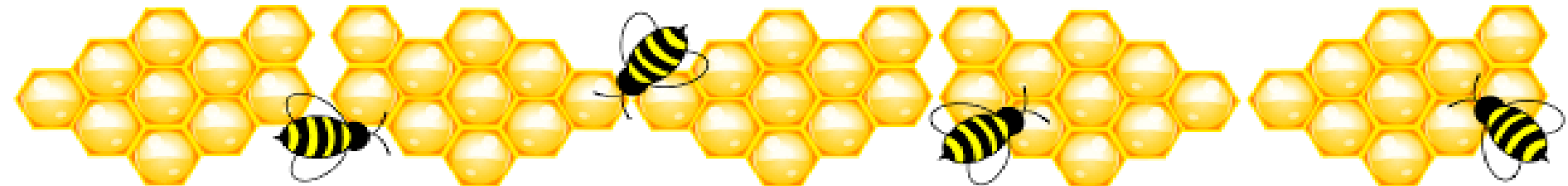
unpleasant

DEFINITION:

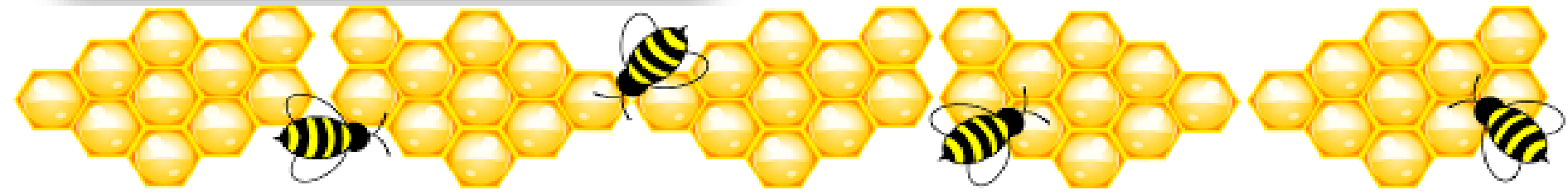
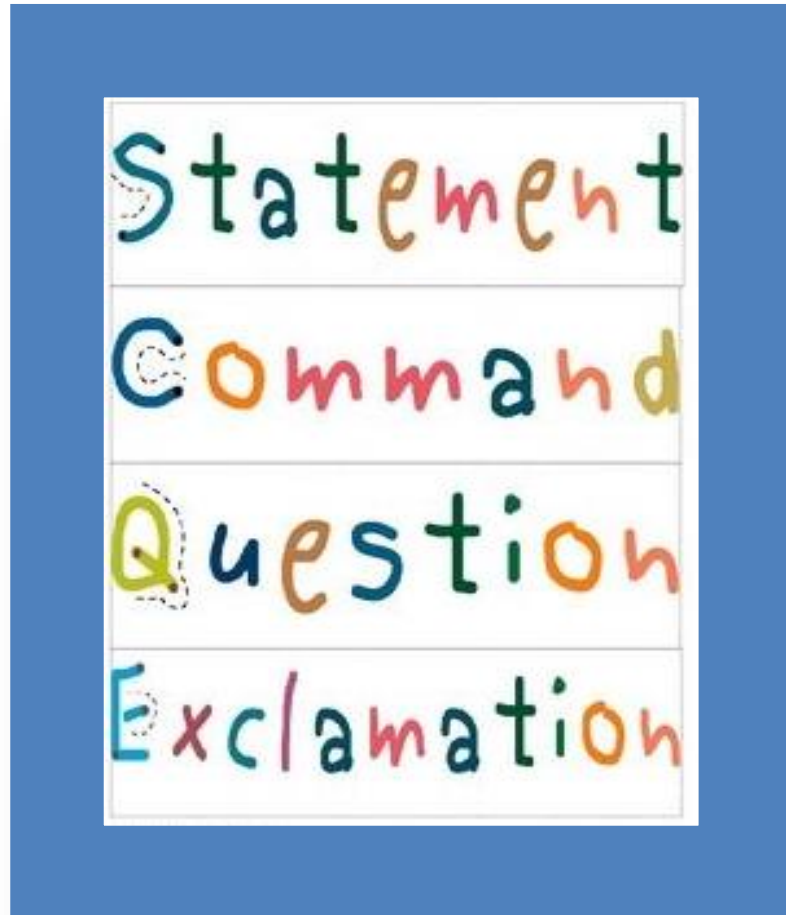
ADJECTIVE

causing discomfort, unhappiness, or revulsion; disagreeable.

“No one likes unpleasant experiences.”



unpleasant



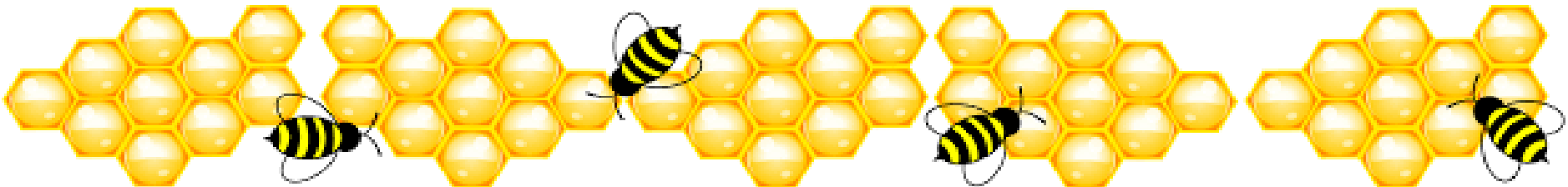
unpleasant

Say unpleasant to mean disgusting,
not nice or nasty.



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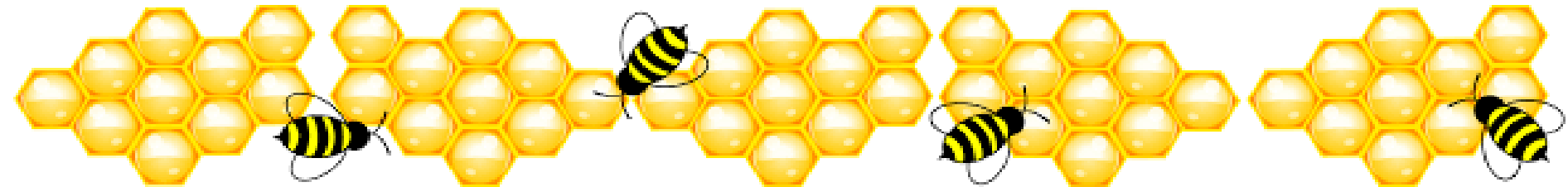
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unpleasant

List it!

List things that you find unpleasant...

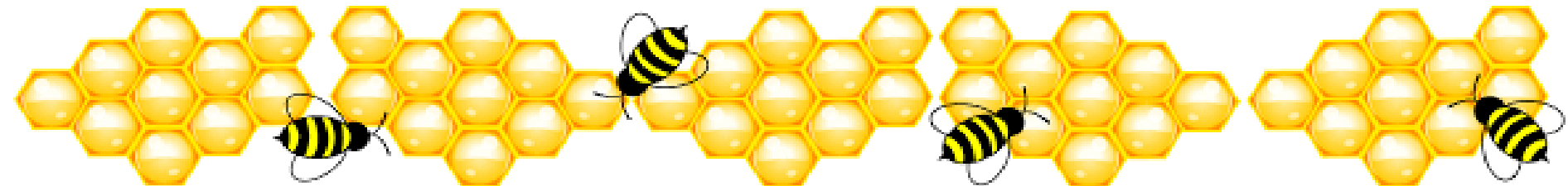


unpleasant

Statement
Command
Question
Exclamation

In your books:-

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



Berlin is the capital city of Germany. It is also the biggest city in Germany. About 3,400,000 people as of November 2008 live there. (In the year 1943 there were over 4,500,000 people).

The city is in the eastern part of Germany. It is about 70 km (43.50 mi) west of Poland. Berlin has an area of 891 km² (344.02 sq mi). The rivers Havel, Dahme and Spree run through Berlin.

Berlin is home to many famous buildings and monuments, like the Siegessäule, the Brandenburger Tor, the Reichstag and the boulevard Unter den Linden. On the boulevard are the Humboldt University and the State Opera of Berlin. The Governing Mayor of the city is Klaus Wowereit (SPD).

Berlin was divided into West Berlin and East Berlin after World War II. After the Berlin Wall was built in 1961 very few people were allowed to cross from East Berlin into West Berlin. The wall divided the city until 1989 when the East German government (SED) decided to allow anyone to cross, and people decided to destroy the wall.

Name two landmarks in Berlin.

Give one reason why the population may have decreased after 1943?

What divided the different sides of Berlin?

Explain why this might have been built?



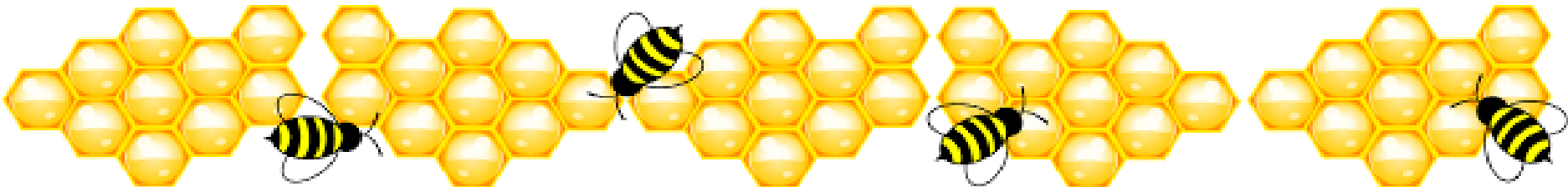


W O R D O F T I E D A Y



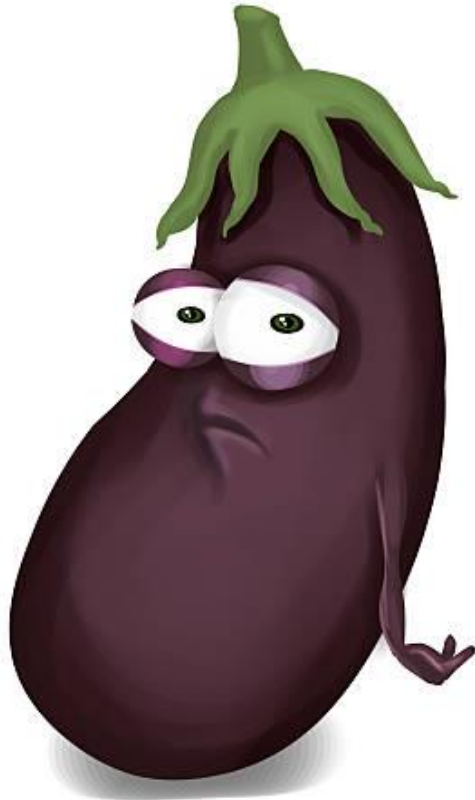
"Weeks?" said Bruno, sounding disappointed but secretly pleased because he had resigned himself to the idea of spending a month there.

resigned

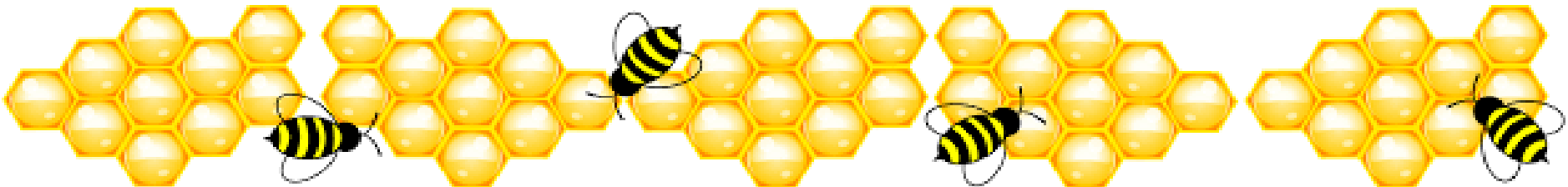


resigned

What could
it mean?



Aubergine had **resigned** himself to the fact that he was never going to be the most sought after vegetable.



resigned

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

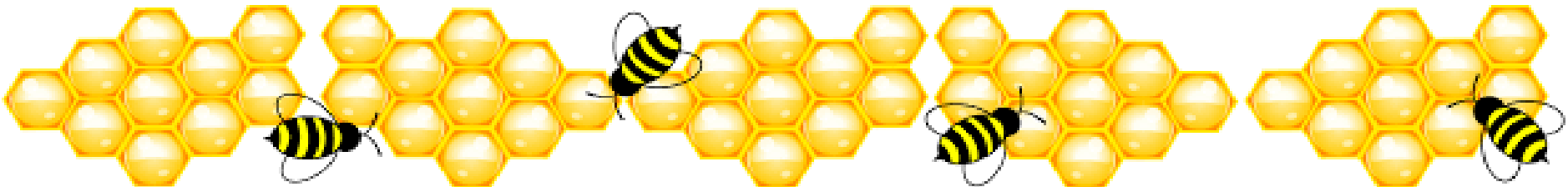
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



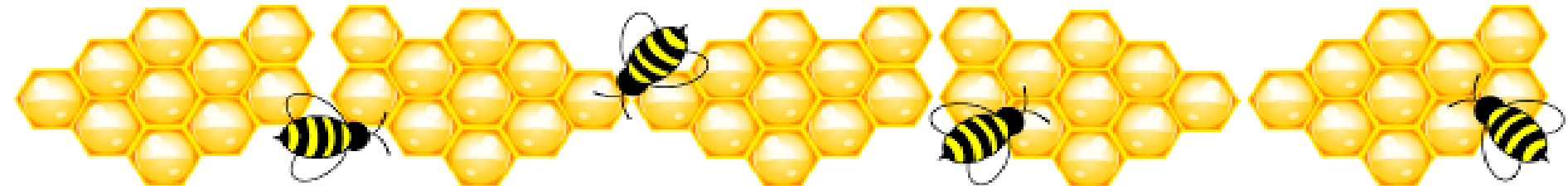
resigned

DEFINITION:

ADJECTIVE

having accepted something unpleasant that one cannot do anything about.

“My response is a resigned shrug of the shoulders.”



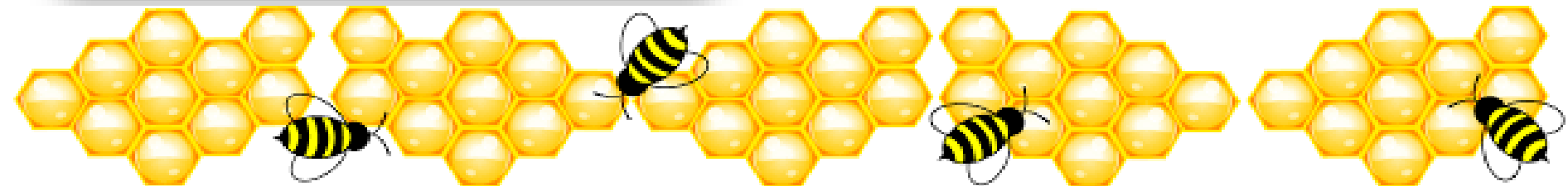
resigned

Statement

Command

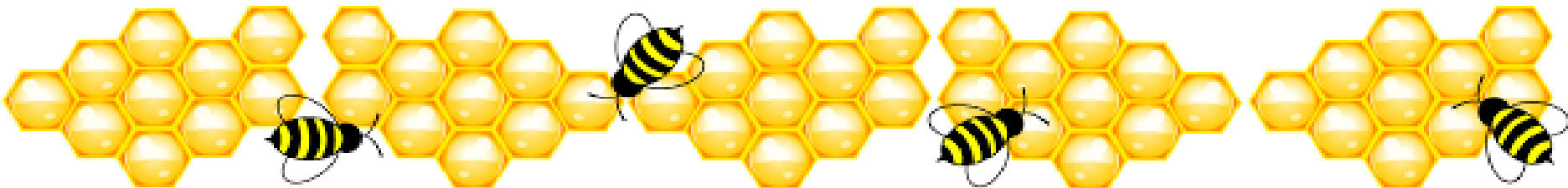
Question

Exclamation



resigned

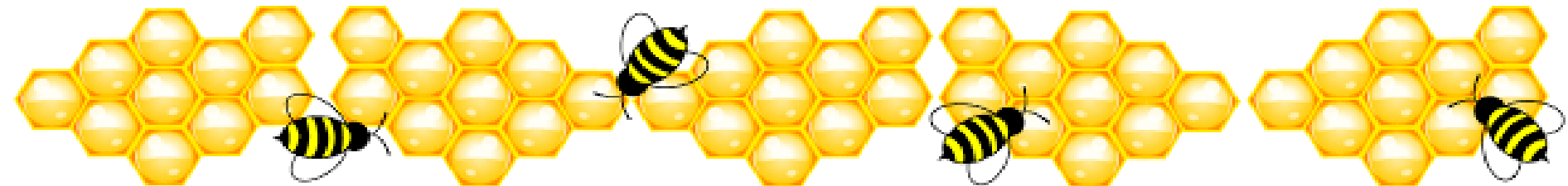
Say resigned to give in, realised or come to terms with...



resigned

Draw it!

Draw your face if you are resigned to
something...

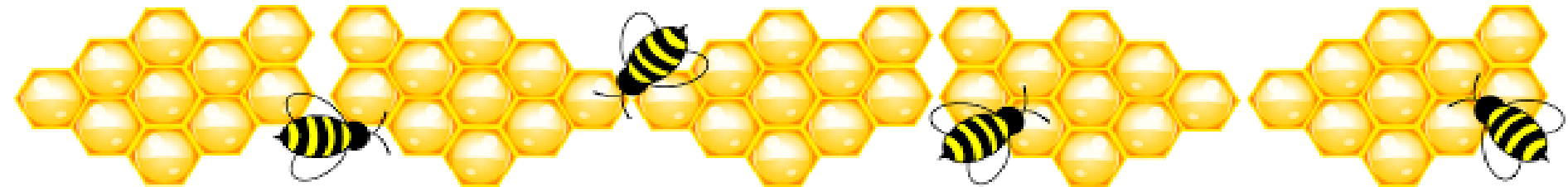


resigned

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 4

What they saw through the
window

10

Chapter 4



What did the children see from the window?
Give evidence from the text.



What is the significance of the garden?



What is Gretel's explanation for what she can see? What does she think it is?

How does Bruno contradict this theory?

Draw what they can see
using evidence from the
text.

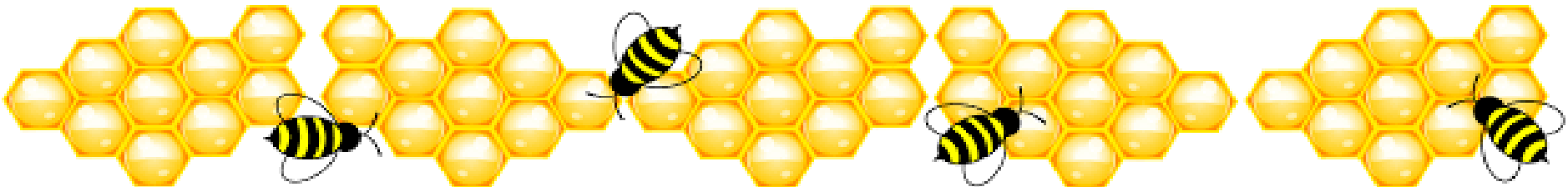


W O R D O F T H E D A Y



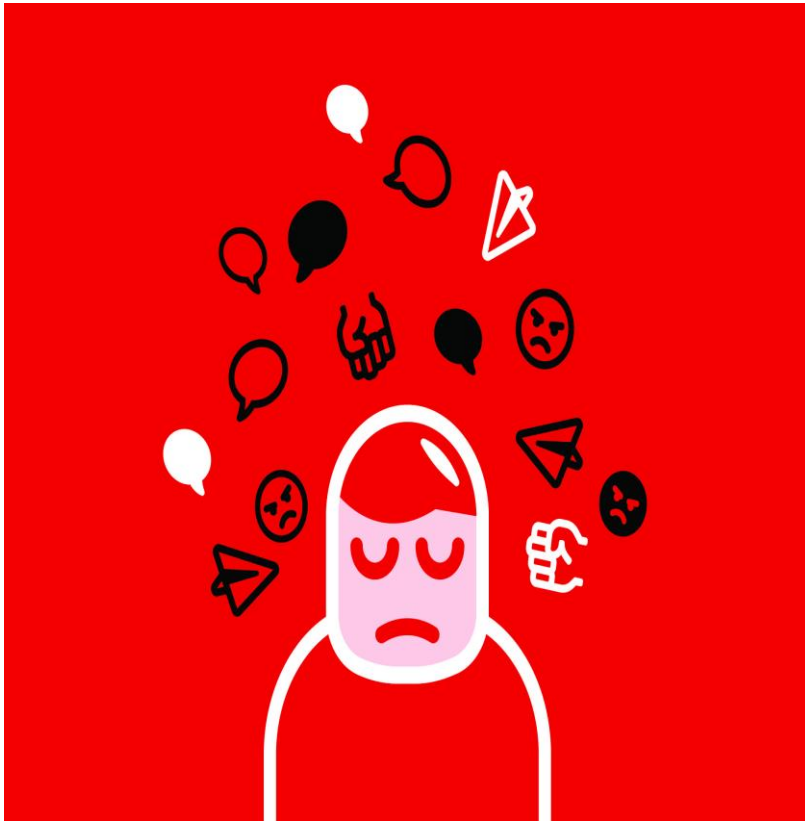
All Gretel's unpleasant friends
seemed to enjoy nothing more
than torturing him...

torturing

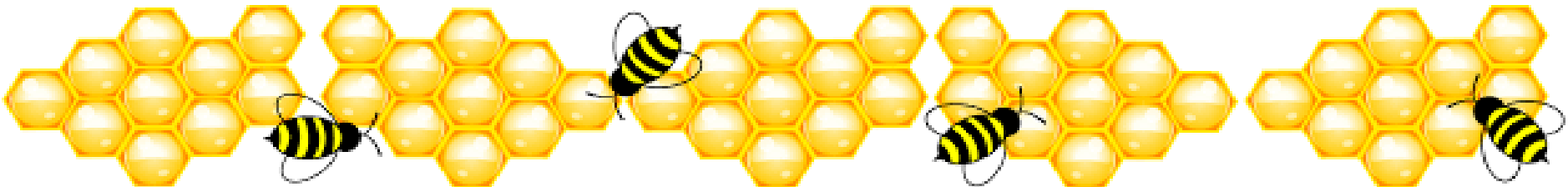


torturing

What could
it mean?



The hurtful and untrue words of the bullies were **torturing** him; they buzzed in his brain like angry bees ready to sting.



torturing

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

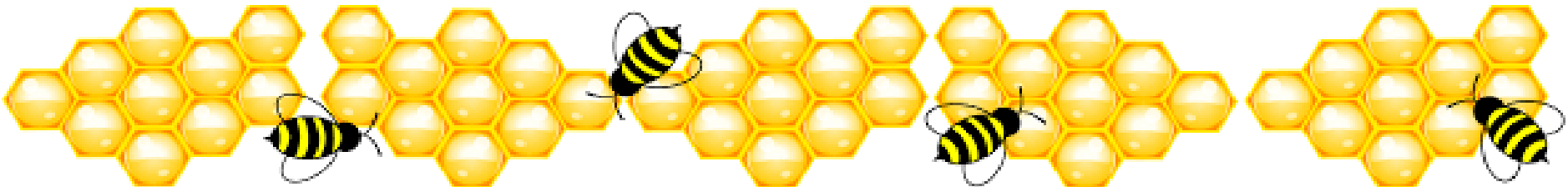
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torturing

DEFINITION:

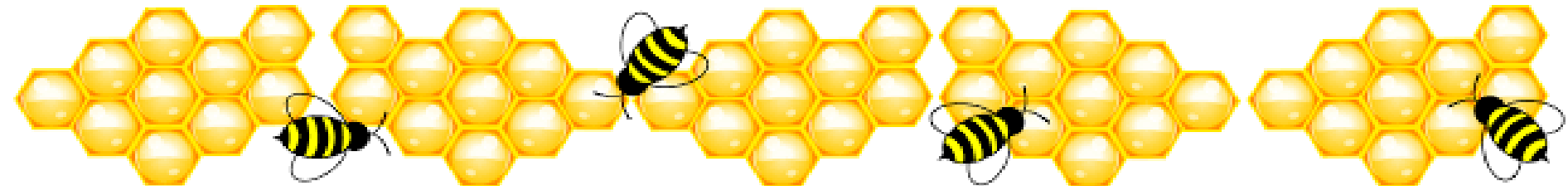
Verb

1. inflict severe pain on.

"most of the victims had been brutally tortured"

2. cause great mental suffering to.

"he was tortured by grief"



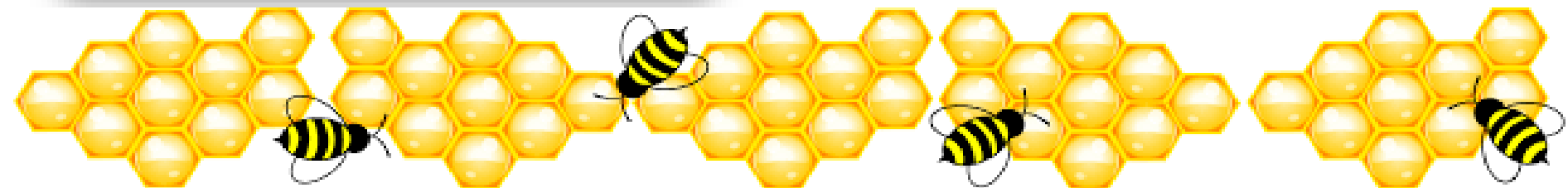
torturing

Statement

Command

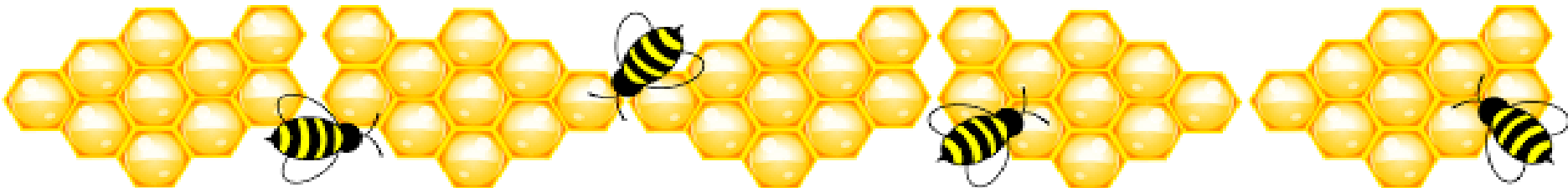
Question

Exclamation



torturing

Say torturing to mean agonising, excruciating or harrowing.

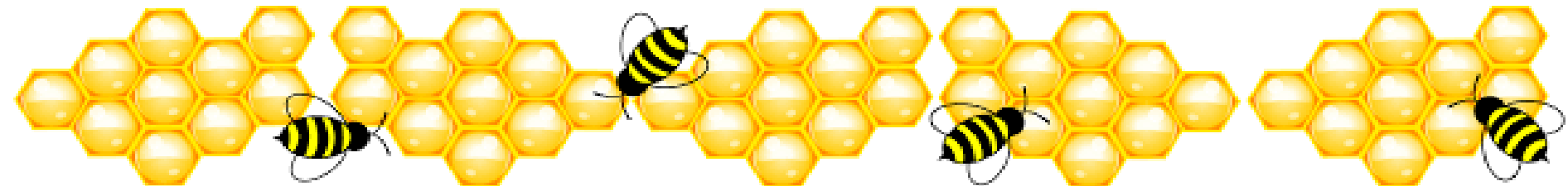


torturing

Describe it!

Describe something that would relate
to a torturing expression for you...

e.g. Miss Curry holding a tarantula!!! 😊

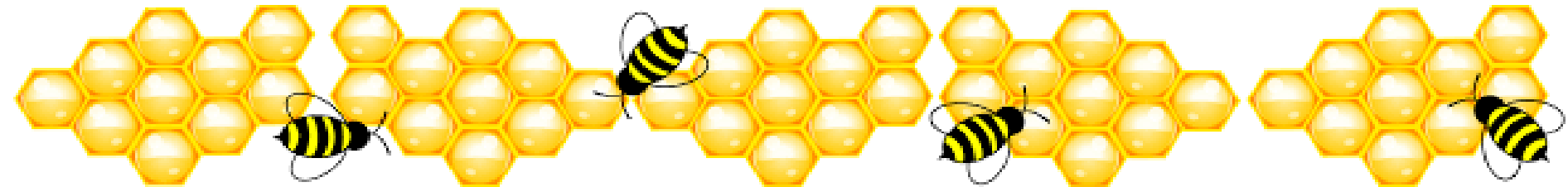


torturing

In your books:-

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

Statement
Command
Question
Exclamation





Challenge

Irony is when the reader knows what the characters doesn't.

A lot of the time in this book, the reader knows things Bruno doesn't. Why might John Boyne have wanted this?



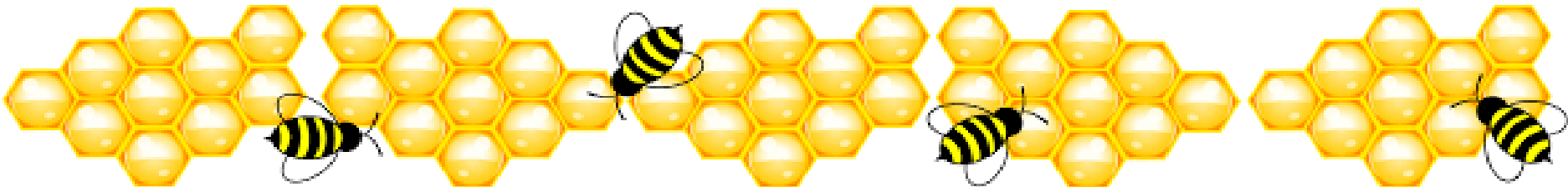


W O R D O F T H E D A Y



"But what does that mean?"
he asked in exasperation.
"Out with what?"

exasperation

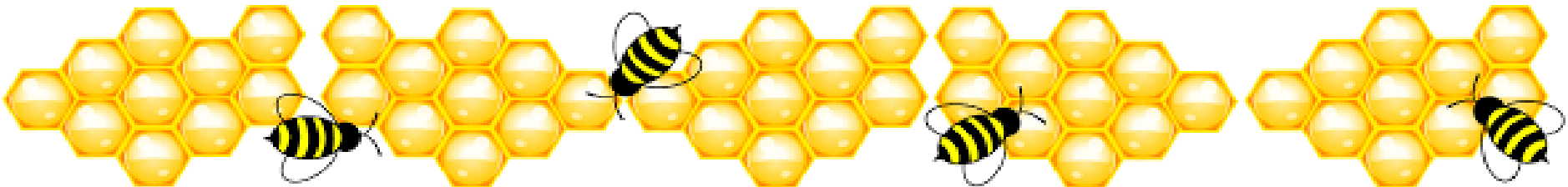


exasperation

What could
it mean?



Miss Curry pulled her hair out in exasperation during class... “Why do you not understand?” she cried after explaining long division for the twelfth time.



exasperation

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

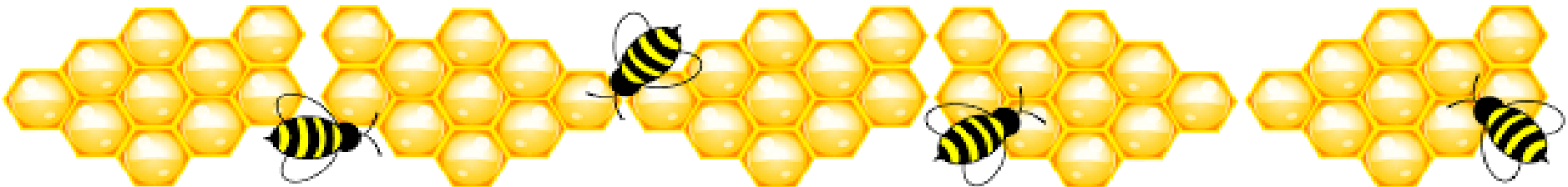
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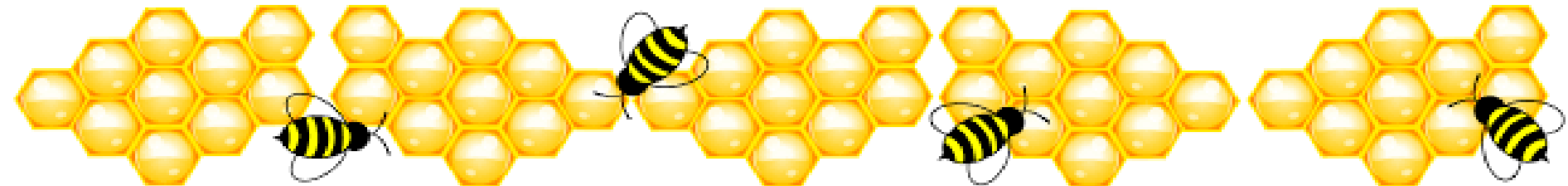
exasperation

DEFINITION:

noun

a feeling of intense irritation or annoyance.

"She rolled her eyes in exasperation."



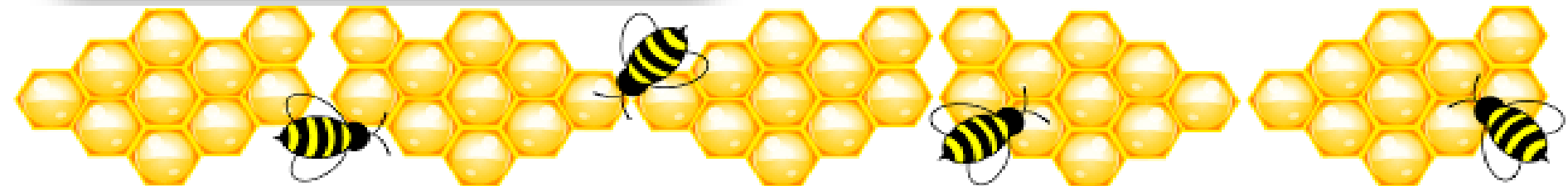
exasperation

Statement

Command

Question

Exclamation



exasperation

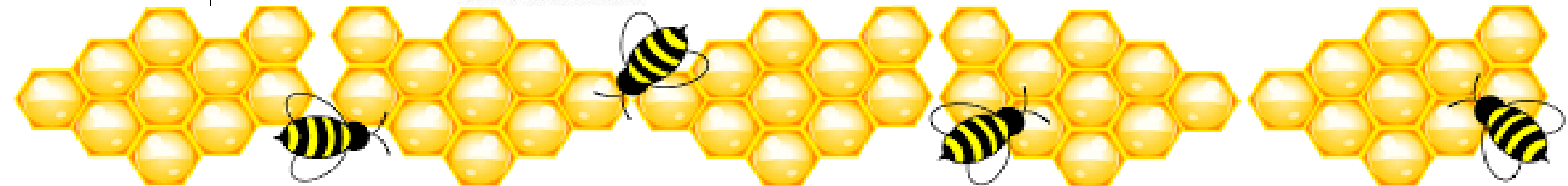
Say exasperation to mean irritated, frustrated and angry.



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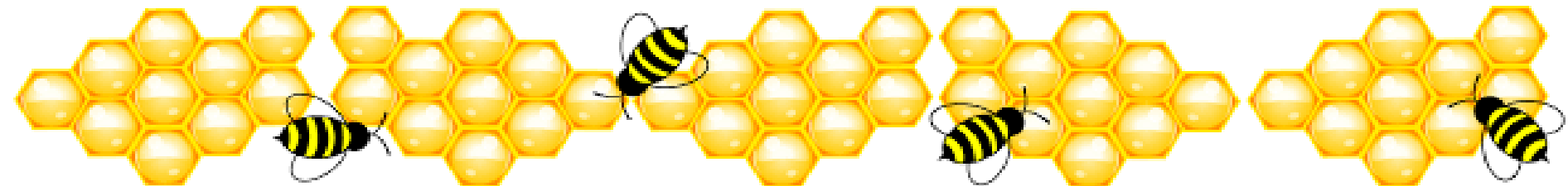


exasperation

‘Go for 5’ it!

List 5 things that are exasperating for
you...

e.g. Miss Curry – noisy eaters!!!

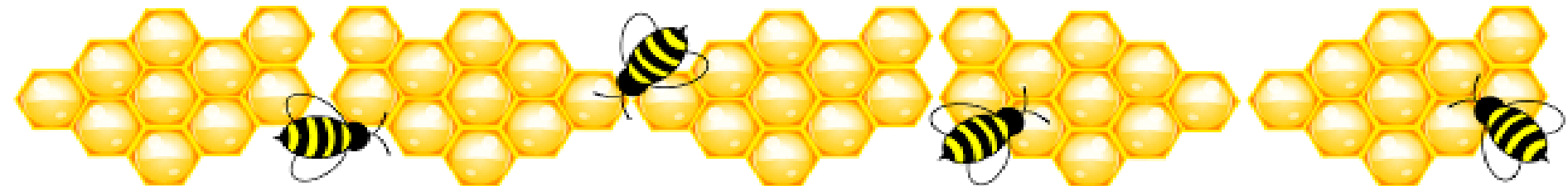


exasperation

Statement
Command
Question
Exclamation

In your books:-

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





Chapter 4

PG 37

‘Look over there,’ said Bruno, and Gretel followed the direction of the finger he was pointing and saw, emerging from a hut in the distance, a group of children huddled together and being shouted at by a group of soldiers. The more they were shouted at, the closer they huddled together, but then one of the soldiers lunged towards them and they separated and seemed to do what he wanted them to do all along, which was to stand in a single line. When they did, the soldiers all started to laugh and applaud them.

2a, 2b, 2d, 2g, Context, Viewpoint, Choice

Chapter 4



Read the extract from page 37

How is John Boyne showing that the camp is dangerous?



Find any words or phrases that suggest danger.



Can you write a ABC paragraph about the way danger is created?

These prompts may help you...

John Boyne hints to the reader that there is danger on the camp.

One example is when...

Another example is when...

The reason the writer hints at danger is because...

